CATALOGUING AND RDA

Course Code: 9209   **UNITS: 1-9**

Study Guide
BS-Library and Information Sciences

AIOU website: https://aiou.edu.pk
LIS Department website: https://lis.aiou.edu.pk/
LIS Facebook page: LIS@AIOU official

Department of Library and Information Sciences
ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
2019

Compiled by: Muhammad Jawwad
Reviewed by: Dr. Sajjad Ullah Jan

Program Coordinator
Muhammad Jawwad

Course Coordinator
Muhammad Jawwad

Table of Contents

Course Organization

The course has been designed as easy as possible for distance mode of learning and it will help students in completing his/her required course work. The course is of three credit hours and comprises on nine units, each unit starts with an introduction which provides an overall overview of that particular unit. At the end of every unit the objectives of unit show student the basic learning purposes. The rationale behind these objectives is that after reading unit a student should be able to explain, discuss, compare, and analyze the concepts studied in that particular unit. This study guide specifically structured for students to acquire the skill of self-learning through studying prescribed reading material. Studying all this material is compulsory for successful completion of the course. Recommended readings are listed at the end of each unit. Few self-assessment questions and activities have also been put forth for the students. These questions are meant to facilitate students in understanding and self-assessment that how much they have learned.

For this course, a 3-days workshop at the end of semester, and four tutorial classes/meeting during semester will be arranged by the department for learning this course. The participation/attendance in workshop is compulsory (at least 70%).The tutorial classes/meetings are not formal lectures as given in any formal university. These are meant for group and individual discussion with tutor to facilitate students learning. So, before going to attend a tutorial, prepare yourself to discuss course contents with your tutor (attendance in tutorial classes/meetings is non-compulsory).

After completing the study of first 5 units the 'Assignment No. 1' is due. The second assignment that is 'Assignment No. 2' is due after the completion of next 4 units. These two assignments are to be assessed by the relevant tutor/resource person. Students should be very careful while preparing the assignments because these may also be checked with Turnitin for plagiarism.

Course Study Plan and Chart

As you know the course is offered through distance education so it is organized in a manner to evolve a self-learning process in absence of formal classroom teaching. Although the students can choose their own way of studying the required reading material, but advised to follow the following steps:

Step-1: Thoroughly read description of the course for clear identification of reading material.

Step-2: Read carefully the way the reading material is to be used.

Step-3: Complete the first quick reading of your required study materials.

Step-4: Carefully make the second reading and note down some of the points in note book, which are not clear and needs fully understanding.

Step-5: Carry out the self-assessment questions with the help of study material and tutor guidance.

Step-6: Revise notes. It is quite possible that many of those points which are not clear and understandable previously become clearer during the process of carrying out self-assessment questions.

Step-7: Make a third and final reading of study material. At this stage, it is advised to keep in view the homework (assignments). These are compulsory for the successful completion of course.

Assessment/Evaluation Criteria of Students' Coursework

Multiple criteria have been adopted to assess students' work for this course, which is as follows:

i.   Written examination to be assessed by the AIOU Examination Department, at the end of semester= 70% marks (pass marks 50%). AIOU examination rules will be applied in this regard.

ii. Two assignments and/or equivalent to be assessed by the relevant tutor/resource person= 30% marks (pass marks 50% collectively).

Note: *Assignments submission and getting pass marks is compulsory, the student who will not submit assignments or marked as fail considered FAIL in the course. He/she will get fresh admission in the course; there is no need to sit in the exam.*

Course Introduction

Library science is a field of study which is undertaken by those who wish to be librarians. It is an interdisciplinary field, often including aspects of the information sciences, education, technology, and historic preservation. Cataloguing and classification are both tasks that may be undertaken by librarians. Cataloguing involves adding a new acquisition to the library into the library's catalogue. Although today this is often an electronic database, in the past the 'card catalogue' was the basis of the cataloguing system in libraries. To catalogue, a librarian lists the complete bibliographic citation for the item, a short description, a list of subjects, and the classification. The classification is the identification of where the item belongs in the classification scheme used by the library, typically in the Library of Congress classification system or the Dewey Decimal classifications system. The classification indicates the category of the material and gives it a specific call number based on the category, the author's name, and other relevant information. The call number makes it possible to locate the item's location relatively quickly, even in a very large library.

Cataloguing and classification is simply a way of organizing library materials in such a way that the retrieval will not be difficult for library users. Therefore, there is strong need to organize library collections for easy access for users because if the collections are not organized the collections will be useless. The acceptable way of organizing collections is what librarians describe as cataloguing and classification. Harrods defined "cataloguing as the compilation of list of documents or printed or non-book materials according to a set of rules so as to enable the consultant to know what collections are available and from the class number or other means of identification where they may be found". On the other hand, classification provides a means of bringing all books on the same subject together in a place. Therefore, cataloguing and classification can be described as the index to all library collections. Cataloguing and Classification make retrieval of library materials easy for users. The purposes of organizing library materials are:

- to make location of library materials easy
- to save time and space
- to facilitate easy accessibility to the materials
- to enhance effective utilization of the materials
- to make the library attractive to its users

In the past, cataloguing and classification were done manually which made the work very difficult, boring and time consuming. Recently, most University libraries in Nigeria have joined their counterparts in advanced countries in the use of computers for processing library collections. The use of computerized cataloguing and classification has made processing of library collections more accurate, interesting and faster. Cataloguing involves three major steps which are: allocating access points, subject headings and classification numbers.

RDA stands for "Resource Description and Access" is the new standard for descriptive cataloging providing data elements, instructions, and guidelines on recording the contents and formulating bibliographic metadata for description and access to information resources covering all types of content and media held in libraries and related cultural organizations, such as museums and archives. RDA is designed for the digital world. The metadata created by following RDA instructions are well formed according to international models for user-focused linked data applications that are compatible with existing records in online library catalogs and also adaptable to new and emerging database structures. RDA is the successor to Anglo-American Cataloguing Rules, second edition (AACR2), which is still the most widely used cataloging standard worldwide. Built on the foundations established by AACR2, the organization of RDA is based on international standards developed by the International Federation of Library Associations and Institutions (IFLA), such as Functional Requirements for Bibliographic Records (FRBR) and Functional Requirements for Authority Data (FRAD). The creation of RDA was the result of collaboration between representatives from the United States, Canada, Great Britain, Germany, and Australia. RDA was developed by the RDA Steering Committee (formerly the Joint Steering Committee for Development of RDA) as part of its strategic plan (2005–09) to replace AACR2.

RDA is a standard for resource description and access designed for the digital world. It provides (i) A flexible framework for describing all resources (analog and digital) that is extensible for new types of material, (ii) Data that is readily adaptable to new and emerging database structures, (iii) Data that is compatible with existing records in online library catalogs. RDA is a package of data elements, guidelines, and instructions for creating library and cultural heritage resource metadata that are well-formed according to international models for user-focused linked data applications. RDA goes beyond earlier cataloging codes in that it provides guidelines on cataloging digital resources and places a stronger emphasis on helping users find, identify, select, and

obtain the information they want. RDA also supports the clustering of bibliographic records in order to show relationships between works and their creators. Each library will need to decide when they will implement RDA. Resource Description and Access implementation will typically include training of staff and possibly a review of existing cataloging workflows and policy decisions. Conversion of existing records will generally not be necessary, as records created using RDA were made to integrate with AACR2 records in existing databases. Changes to MARC21 have been made to accommodate new RDA data elements. Libraries will need to consult with their library system vendor about the vendor's plans to accommodate RDA changes.

Objectives of the Course

After completion of this course the students will be able to:

1. Understand the historical context of Cataloguing Standards and, how these standards evolve?
2. Discuss the impact of changes in cataloguing standards on Library and Congress cataloguing policy.
3. Describe the hybrid approaches cataloguing standards on traditional and digital cataloguing.
4. Articulate the vendor approach in maximizing the access to managing cataloguing.
5. Illustrate the MARC standards keeping in view new introduction of FRBR in RDA.
6. Explain RDA creating access points and authority records.
7. Explore the implementation of RDA in library catalogue.

Compulsory Readings:

1. Lubas, R. L. (Ed.). (2011). *Practical strategies for cataloging departments*. Westport, Connecticut: Libraries Unlimited. Available at: https://publisher.abc-clio.com/9781598844931

2. Mering, M. (Ed.). (2014). The RDA workbook: Learning the basics of Resource Description and Access. Santa Barbara, Calif.: ABC-CLIO. Available at: https://books.google.com.pk/books?id=249_AwAAQBAJ&pg=PA180 &lpg=PA180&dq=Mering+The+RDA+workbook:+Learning+the+basi cs+of+Resource+Description+and+Access+pdf&source=bl&ots=nJdW 7fokj9&sig=ACfU3U06ti1mrwhe715wANvK0JMC6X_Jkg&hl=en&sa =X&ved=2ahUKEwioyKzg7e7yAhWHT8AKHcJVAiQ4ChDoAXoEC A4QAw#v=onepage&q=Mering%20The%20RDA%20workbook%3A %20Learning%20the%20basics%20of%20Resource%20Description%2 0and%20Access%20pdf&f=false

Additional Readings:

1. American Library Association. (1949). Cataloging Rules for Author and Title Entries. Chicago: American Library Association.

2. American Library Association. (1967). Anglo-American Cataloging Rules. North American text. Chicago: American Library Association.

3. American Library Association. (1978). Anglo-American Cataloguing Rules. 2nd ed. Chicago: American Library Association.

4. American Library Association. (1988). Anglo-American Cataloguing Rules. 2nd ed., 1988rev. Chicago: American Library Association.

5. American Library Association. (2002). Anglo-American Cataloguing Rules. 2nd ed., 2002rev. Chicago: American Library Association.

6. Bowen, J. (2006). "RDA: Resource Description and Access Part A, Chapters 6–7. Constituency Review of June 2006 Draft." September 25, 2006. http://www.rda-jsc.org/docs/5rda-parta-ch6&7-alaresp.pdf

7. Branton, A., and Englert, T. (2002). "Mandate for Change: Merging Acquisitions and Cataloging Functions into a Single Workflow." Library Collections, Acquisitions, & Technical Services 26, no. 4 (Winter): 345–54.

8. Chan, L. M. (2007). Cataloging and Classification: An Introduction. 3rd ed. Lanham, MD: Scarecrow Press.

9. Chapman, A. (2008). "RDA: A Cataloging Code for the 21st Century." Library +Information Update 7, no. 9 (September): 28–30.

10. Gorman, M. (1998). "AACR3? Not!" In The Future of the Descriptive Cataloging Rules, ed. Brian E.C. Schottlaender, 19–29. Chicago: American Library Association.

11. Gorman, M. (2007). "The True History of AACR2, 1968–1988: A Personal Memoir by One Who Was There." In Commemorating the Past, Celebrating the Present, Creating the Future, ed. Pamela Bluh, 60–74. Chicago: American Library Association.

12. Martell, C. (1981). "The War of AACR2: Victors or Victims?" Journal of Academic Librarianship 7, (1): 4–8.

13. Maxwell, M. F. (2000). "Guidelines for a Future Anglo-American Cataloging Code." In The Future of Cataloging, ed. Tschera Harkness Connelland Robert L. Maxwell, 157–62. Chicago: American Library Association.

14. Taylor, A. G., and Barbara P. (1986). "Looking Back: Implementing AACR 2." The Library Quarterly 56, no. 3 (1986): 272–85.

15. Wright, W. (1976). "The Anglo-American Cataloging Rules: A Historical Perspective." Library Resources & Technical Services 20, (1): 36–47.

16. Yee, M. M. (1998). "What Is a Work?" In The Principles and Future of AACR, ed. Jean R. Weihs, 62–104. Ottawa: Canadian Library Association.

UNIT NO. 1
EVOLVING STANDARDS: MAKING THE JUMP TO RDA IN HISTORICAL CONTEXT

Introduction

The development of cataloguing standards and codes has a very long and old history. The benchmark in this history is the development of Anglo-American Cataloguing Rules (AACR). The Anglo-American Cataloguing Rules have an interesting history of development, ranging back to the 91 rules that were printed in the British Museum's catalogue in 1841 by Panizzi, then the "Keeper of the Books." On the other side of the ocean, Charles Ammi Cutter completed his study of cataloging practices in the United States and issued his rules in 1876 that gave guidance about the objectives of cataloging (finding and collocating in particular) that still hold today. Cutter's rules went through 4 editions and were the basis for the British and American attempts to collaboratively create a set of rules. Cutter: 1876 (1st ed.), 1889 (2nd ed.), 1891 (3rd ed.), 1904 (4th ed. Rules for a Dictionary Catalog).

Around the turn of the previous century, the American Library Association and the Library Association in the UK worked together to devise rules but found they could not agree on every point and ended up issuing separate rules in 1902 and again in 1908. The Library of Congress was very much involved with ALA at the time and also had its own rules and later issued supplementary rules to augment the ALA rules. The British and American Library Associations, along with the Library of Congress continued to work together to develop rules, but by 1941, the American Library Association decided to publish its own updated code, so there continued to be separate codes.

By 1949 the ALA rules for author and title entries were accompanied by the Library of Congress Rules for descriptive cataloging. And then during the 1950's there were cries for more principle-based rules. Meanwhile, Seymour Lubetzky was commissioned to study the rules, and he developed some basic principles in the process that were later taken to IFLA for their famous conference in 1961. The resulting "Paris Principles," as we know them today, then formed the foundation of nearly all of the major cataloguing codes used worldwide. At the end of the 1960's, IFLA again held a meeting of experts to develop the International Standard Bibliographic Description (ISBD), which also is used worldwide today for basic descriptive elements arranged in a prescribed order with prescribed punctuation.

After the 1961 Paris Principles, attempts once again were made to create a unified Anglo-American Cataloguing code, but again there were enough disagreements that two "texts" were published in 1967 – one the British text and the other a "North American text." A lot of this was caused by large libraries in the United States that didn't want to change their practices for entry of some corporate names under place – imposing what was called "superimposition" of old practices on headings made under the new rules.

The British took a more principled approach in their edition of the rules. A decade later in 1978, following further agreements in 1969 on the International Standard for Bibliographic Description (ISBDs) within IFLA and the desire for the English-speaking countries to agree on rules, AACR2 was issued. It was a traumatic time of a very big change for libraries following the old "North American text." This was the move of "desuperimposition" when libraries changed from the old rules that entered corporate names under place, to enter them directly under their names when they have distinctive names. "Desuperimposition" finally changed headings to a more principled approach that was closer to the Paris Principles agreement – a very expensive prospect for libraries in the United States, but the experts in US did it. That second edition was then the first time that both sides of the Atlantic: the US/Canada and the UK shared the same rules, although indeed there were differences in some choices regarding options allowed in the rules, such as with application of the GMDs – General Material Designators. AACR2 incorporated the ISBDs and came closer to the Paris Principles, making it even closer to other cataloguing codes used throughout the world. Then the librarians all over the globe saw revisions to AACR2 in 1988, 1998, and 2002 – they all basically followed the same structure as AACR2 with revised rules to reflect the incremental changes over time, such as a new perspective on electronic resources and serials and integrating resources.

Emerging of Resource Description and Access (RDA)

Before moving on, it is necessary to mention here briefly that the ownership and management that oversees the development of AACR and now RDA. There is a Committee of Principals – who are the directors or their representatives from the Canadian, UK, and US professional library associations: that is, the American Library Association, the Canadian Library Association, the Chartered Institute of Library and Information Professionals (CILIP) as well as the British Library, the Library of Congress, and the National Library of Canada – now called Library and Archives Canada.

There is also the group of publishers who manage the AACR Fund (which is the money generated by sales of AACR that supports the maintenance and development of the rules) – the publishers are at ALA, the Canadian Library Association, and CILIP. Then there is the Joint Steering Committee for Revision of the Anglo American Cataloguing Rules comprised of representatives from the constituent organizations: the American Library Association's Association for Library Collections & Technical Services' Committee on Cataloging: Description and Access (CC:DA), the Australian Committee on Cataloguing (ACOC), the British Library, the Canadian Committee on Cataloguing (whose representative is also from the Library and Archives Canada), CILIP, and the Library of Congress.

At the 1997 International Conference on the Principles & Future Development of AACR, held in Toronto, the Joint Steering Committee for Revision of the Anglo-American Cataloguing Rules under the auspices of the Committee of Principals invited experts from around the world to share in developing an action plan for the future of AACR. Some of the recommendations from that meeting have guided the thinking about new directions, such as the desire to document the basic principles that underlie the rules and explorations into content versus carrier and the logical structure of AACR; and some have already been implemented, like the new views of seriality. Others are still dreams, like further internationalization of the rules for their expanded use worldwide as a content standard for bibliographic and authority records. But the experts want to make those dreams a reality. Other events in getting to where we are today include the development of a new view of the bibliographic universe. From 1992-1996 an IFLA Study Group developed the conceptual model called "FRBR," which was published in 1998. The Functional Requirements for Bibliographic Records (FRBR) reinforce the basic objectives of catalogs and the importance of relationships to enable users to fulfill basic tasks with respect to the catalog – enabling them to find, identify, select, and obtain information they want. FRBR also offers us a structure to meet these basic user tasks, including ways to collocate records at the level of works and expressions, to show relationships. The FRBR conceptual model identifies the entities, relationships, and attributes using a new terminology. Rather than being tied to any particular communication format or data structure, it instead identifies attributes that would be needed in national-level bibliographic records – which elements are mandatory and which are optional. This model opens up new possibilities for structuring the bibliographic description and access points that could

potentially guide the development of rules that are more principle-based, more consistent, less redundant – and hence cost-saving and easier to apply.

Besides FRBR, IFLA has also produced a draft statement of international cataloguing principles that is being vetted by cataloging rule makers worldwide. This new statement from December 2003 updates and reaffirms the 1961 Paris Principles, bringing in the FRBR concepts while focusing on the current environment of online catalogs and planning for future systems.

What else has brought us to this point? Our cataloging rules have provided content standards, that is, a focus on the contents of the data elements and how they are to be constructed in bibliographic and authority records. Those records in turn have been packaged since the late 1960's in MARC records to enable sharing or communicating these records worldwide in machine-readable form. Systems since the 1970's were built to use the MARC-formatted records, repackaging the information contained in those records for online displays and indexes in OPACs and integrated library systems. The experts deliberately discussed the other structures emerging in the digital world and new ways to package information that describes resources and provides access.

So with all these events leading up to this point in history, the JSC developed a Strategic Plan for AACR in 2002 and revised in July 2005 to further revised it. So the world envisions RDA as a new standard for resource description and access, designed for the digital environment. By digital environment we mean three things: 1) A Web-based tool 2) A tool that addresses cataloguing digital and all other types of resources 3) And a tool that results in records that are intended for use in the digital environment – through the Internet, Web-OPACs, etc.

The Joint Steering Committee's Strategic Plan for AACR was endorsed by the Committee of Principals and is an evolving document. In the Statement of Purpose for AACR – now RDA, it says that the code is "a multinational content standard for providing bibliographic description and access for all media. It is independent of the format used to communicate information. While developed for use in English language communities, it can also be used in other language communities."

Self-assessment Questions
1. Why in presence of AACR the experts introduced RDA? Discuss.
2. Trace the brief history of AACR development.
3. Describe the major contribution of Joint Steering Committee (JSC) in introduction of RDA.

4. Enlist three major important features of RDA in a digital environment.

Activity:
Prepare the chart of chronological development of cataloguing codes and standards.

UNIT NO. 2
IMPACT OF CHANGES IN LIBRARY OF CONGRESS CATALOGING POLICY ON WORKING CATALOGERS

Introduction

The Library of Congress publishes and distributes many of the Library of Congress cataloging records and cataloging-related tools and resources. Whether libraries and librarians need web-based cataloging tools or cataloging records in various formats, the Cataloging Distribution Service (CDS) provides the most current and authoritative bibliographic resources produced by the Library of Congress. The Policy and Standards Division (formerly called the Cataloging Policy and Support Office, or CPSO) provides guidance in the application of cataloging rules, develops documentation to support cataloging policies and practices, monitors cataloging trends, develops new policies to match innovations in cataloging, and contributes to the national and international library community discussions on such matters. The division receives over 12,000 queries, requests for information, reports of errors, as well as authority and bibliographic file maintenance messages through its e-mail account every year. As communication is made easier and the Library of Congress OPAC is more visible, these numbers have been increasing.

While it is the goal of the Library of Congress (LC) to create cataloging that is as accurate as possible in all aspects, efforts are concentrated in the fields that help users to find, identify, select, and obtain cataloging data. In 2005, LC's Cataloging Distribution Service (CDS) began to distribute a 1.5 million subset of its PREMARC records, some of which continue to exhibit characteristics not in keeping with current cataloging practices. LC also continues to make available through its OPAC over 4 million bibliographic records from the PREMARC file that may contain a myriad of "errors" and anachronisms. The Catalogers enjoy a history of cooperation that dates back more than 100 years when the Library of Congress (LC) began its shared card program. More recently, bibliographic utilities such as the Online Computer Library Center (OCLC) have proved an invaluable resource for sharing MARC records. Another well-known cooperative effort, the Program for Cooperative Cataloging (PCC), is an international effort aimed at expanding access to library collections by providing useful, timely, and cost-effective cataloging that meets mutually accepted standards of libraries. LC is one of many PCC participants. LC serves on both the PCC Steering Committee and the Policy Committee. It operates as the secretariat to coordinate and support

component programs within the PCC. Those programs include the Name Authority Cooperative Program (NACO), Bibliographic Record Cooperative Program (BIBCO), Cooperative Online Serials Program(CONSER), and the Subject Authority Cooperative Program (SACO). Staff at LC serves on PCC committees, task forces, and groups within the PCC and play key roles in many of the program's policies and practices. Along with catalogers at other institutions, catalogers at LC create bibliographic and authority records for distribution as PCC records for use by the library community. Recent cooperative efforts between LC and the PCC have been fueled by the need to make an increased number of materials available in a variety of formats without sacrificing quality and while working within the confines of tighter budgets.

As the division begins to revise documentation, streamline guidelines, and issue new policies that respond to the new cataloging instructions RDA: Resources, Description, and Access, revisions to subject cataloging manuals, etc., it expects the number of reports for bibliographic file maintenance and requests for clarification of policies, etc., to grow. In addition, collaboration with the Program for Cooperative Cataloging (PCC) has resulted in recommendations from several task groups that will impact the LC/NACO authority file as well as the LC database of bibliographic records. While we continue to use the method for easily and quickly correcting large numbers of bibliographic records, called "BatchCat" LC will not be making change to those NARs with the 667 note: "THIS 1XX FIELD CANNOT BE USED UNDER RDA UNTIL THIS RECORD HAS BEEN REVIEWED AND/OR UPDATED" other than on an as encountered basis. PSD will not respond to error reports for these NARs as the presence of the 667 note is the notification that a LC/PCC cataloger will need to update that NAR when used for current cataloging - if an institution is not a member of PCC, changes can be made locally as needed. The division appreciates and values the help offered in achieving quality cataloging records. To facilitate the management of its query files and to provide senders with timely assurance that their concerns are being met, the division has devised a priorities list. The following will be handled as quickly as possible in this order:

1. Responses to queries on LC cataloging policy and practices.
2. Follow-up on suggestions for improvements to cataloging documentation and training.
3. Resolution of authority record problems and the correction of corresponding headings in bibliographic records related to current cataloging.

4. Consolidation/deletion of duplicate name, series, or subject authority records.

Note that queries in the above categories, especially in non-Roman scripts, may be forwarded to the appropriate LC language specialists whose priorities may vary from those of the Policy and Standards division. In most cases a message acknowledging receipt of the correspondence will be sent without elaboration or subsequent follow-up with the expectation that the sender can search the appropriate database or the LC OPAC to ascertain that the correction has been made. The following categories of reports will be handled on an "as time and resources permit" basis without any follow-up response:
1. Errors in subject analysis (subject headings or classification).
2. Typographical errors and errors in content designation that do not affect access (in either a bibliographic or an authority record).

Series Authority Records
Perhaps the policy change that has generated the greatest amount of dialogue in recent history is the LC's decision to stop creating series authority records (SARs). LC announced that as of May 1, 2006, its catalogers would no longer create SARs and cease to provide controlled series access in bibliographic records produced by its catalogers. Citing environmental changes—namely, more powerful indexing and key word access—LC decided that the processing time saved by its staff would outweigh any drawbacks resulting from lack of SAR production. LC stated that the new policy, which went into effect June 1, 2006, would apply to all bibliographic resources (monographs, serials, and integrating resources). Some argue that SARs serve important functions for both users and library staff. The SAR contains the authorized form of a given series and ensures that treatment is consistent for all items in the series and that the results of a series title search are collocated in the library catalog. A user can determine, after a single search, whether the library owns a given item in a particular series. SARs also enhance user access to materials by differentiating among series with similar titles. Library staff, too, benefit from SARs.

Highlights and General Principles
- The provider-neutral e-monograph record emphasizes recording information that applies to all e-manifestations of a resource. Notes and

added entries should not be created for specific packages, as the goal of the record is to remain as neutral as possible.

- Multiple URLs may be recorded in the bibliographic record for packages that contain full text.
- Electronic resources are not considered to be reproductions, so MARC field 533(reproduction note) no longer will be used, except for digital preservation projects.
- The publisher and dates will be for those of the original monograph, not for the digitizer and dates of digitization.
- MARC field 300 in these records will begin with "1 online resource."

Practical Solutions

The new provider-neutral policy draws on an already existing policy for serials and integrating resources that has increased cataloging efficiency by eliminating the need to create an original bibliographic record for the same intellectual content when it appears in different packages. Maintaining a single bibliographic record for all versions of the same resource not only provides better user access but also saves the library time and money. Original catalogers can take advantage of the existing documentation and sample records that are available from the PCC website to create local procedures. Libraries using OCLC as their bibliographic utility have been instructed to cease creating provider specific bibliographic records, and OCLC member libraries can edit and replace master records for e-monographs. This means that the types of records catalogers encounter in Connexion increasingly will reflect the new policies.

As we discussed some of the recent changes in cataloging and coding practices have been addressed in this unit along with the reasoning behind the decisions. Practical guidance is provided on taking advantage of existing documentation and training opportunities to incorporate these changes into daily work flow. In particular, this unit offers assistance with coping with LC's cessation of the creation and maintenance of series authority records, the implementations of the CONSER Standard Record, BIBCO Standard Record, and Provider-Neutral Record for monographs. By evaluating the impact of these changes on departmental work flow, catalogers can begin to adjust their practices to continue providing consistent and reliable access to their library's resources. Not only is sharing cooperatively created records cost effective, as the energy and expertise is distributed among many libraries, but cooperative cataloging allows libraries to add records that adhere to current standards in less time than it would take if the library were

operating on its own. By taking advantage of cooperative cataloging efforts, such as those of the PCC, libraries can weather the current economic crisis while simultaneously providing high-quality cataloging and easy access to their users. In a nutshell when libraries make a commitment to work together, everyone benefits.

Self-assessment Questions
1. Write a note on the Cataloguing Distribution Service (CDS) of LC.
2. Define the role of Cataloging Policy and Support Office of LC.
3. Discuss the goal of LC in respect of Cataloging Policy and CDS
4. What do you mean by NACO? Discuss in brief.
5. Explain the PCC and its implementation.

Activity:
Visit Library of Congress Gateway web portal z39.50 and search the various bibliographical records and look their MARC tagged records with the help of tutor.

UNIT NO. 3
MANAGING A MULTIPLICITY OF STANDARDS: HYBRID APPROACHES TO TRADITIONAL AND DIGITAL CATALOGING

Introduction
The early history of libraries is poorly documented, but several key thinkers are connected to the emergence of this concept. Predecessors include Paul Otlet and Henri La Fontaine's Mundaneum, an attempt begun in 1895 to gather and systematically catalogue the world's knowledge, the hope of bringing about world peace. The establishment of the digital library was total dependent on the progress in the age of the internet. It not only provided the means to compile the digital library but the access to the books by millions of individuals on the World Wide Web.

Vannevar Bush and J.C.R. Licklider are two contributors that advanced this idea into then current technology. Bush had supported research that led to the bomb that was dropped on Hiroshima. After seeing the disaster, he wanted to create a machine that would show how technology can lead to understanding instead of destruction. This machine would include a desk with two screens, switches and buttons, and a keyboard. He named this the "Memex." This way individual would be able to access stored books and files at a rapid speed. In 1956, Ford Foundation funded Licklider to analyze how libraries could be improved with technology. Almost a decade later, his book entitled "*Libraries of the Future*" included his vision. He wanted to create a system that would use computers and networks so human knowledge would be accessible for human needs and feedback would be automatic for machine purposes. This system contained three components, the corpus of knowledge, the question, and the answer. Licklider called it a pro-cognitive system.

Early projects centered on the creation of an electronic card catalogue known as Online Public Access Catalog (OPAC). By the 1980s, the success of these endeavors resulted in OPAC replacing the traditional card catalog in many academic, public and special libraries. This permitted libraries to undertake additional rewarding co-operative efforts to support resource sharing and expand access to library materials beyond an individual library.

An early example of a digital library is the Education Resources Information Center (ERIC), a database of education citations and abstracts, which was created in 1964 and made available online through DIALOG in 1969.

In 1994, digital libraries became visible due to a $24.4 million [NSF] managed program supported jointly by [DARPA]'s Intelligent Integration of

Information (I3) program, [NASA], and NSF itself. Successful research proposals came from six U.S. universities. The universities included Carnegie Mellon University, University of California-Berkeley, University of Michigan, University of Illinois, University of California-Santa Barbara, and Stanford University. Stanford research, by Sergey Brin and Larry Page led to the founding of Google.

The tools used by librarians in their daily work have changed vastly during recent years. Today, hardly any library is equipped exactly as it was only a few years ago. In addition to traditional means like card catalogs and microfiche readers, most libraries now also offer an online public access catalog (OPAC), public PCs equipped with CD-ROM drives, scanners, or public terminals connected to the Internet. An increasing number of libraries are building homepages on the World Wide Web from where users have access to a variety of services without physically entering a library. Many libraries are in transit from the traditional towards the digital library. We witness a shift from libraries offering information about (electronic and print) information towards providing access to full texts of documents. Not only recent publications, but also many historical library holdings are being digitized. These electronic collections allow users from everywhere at any time to consult the material without doing any harm to fragile documents. Despite numerous digitization projects, electronic media by no means are dominant compared to print material. There is still a lot of paper in our libraries, and we expect this to be the case for a long time to come. The paper-based library will co-exist with the digital library for the foreseeable future, because electronic publications are not developing at the expense of print media, but in addition to them.

The notion of library has long expanded beyond the physical building of the library. Our services always included access to sources that are physically located outside the library. Over the course of the years, librarians have collaborated in many ways. Central cataloging, union lists of journals, cooperative collection development and interlibrary loan are only a few examples of resource sharing. Forced by decreasing budgets, many libraries have redefined their acquisitions policy from purchasing documents ``just in case'' to ``just in time'', since no library can afford to purchase every item that might be needed by one user one day. Through collaboration and reciprocal services among libraries, we can provide a much larger range of resources to our users and fulfill their information needs quicker, cheaper, and more completely than one library alone would be able to do.

There are several advantages and disadvantages to handling digital materials in a traditional manner. AACR2 and MARC are firmly established in the library community and have been adapted to handle a wide variety of formats. Aside from official organs such as the American Library Association, the Library of Congress, and OCLC, there are many other groups at the national, regional, and local levels that can provide support for a vast number of cataloging challenges. This is extremely beneficial to librarians because the traditional cataloging rules, while providing a firm foundation on which to build a bibliographic record, often leave decisions open to various interpretations. While this allowance for "cataloger judgment" is a good thing, some librarians would prefer to have additional guidance. The disadvantage ofAACR2 and MARC is that they are not standards normally seen outside the libraries, creating a rather insular and artificial worldview of the overall information community. The creators of AACR2 have tried to rectify this situation by creating a new generation of the rules, named Resource Description and Access (RDA). Scheduled to be published in 2010, it is hoped that RDA will become a standard not only within the library world but beyond as well. It should also be noted that, while the majority of WorldCat records are based on AACR2 and MARC, OCLC has been involved in integrating metadata from other sources and in other standards, such as CONTENTdm records marked up in Dublin Core. Additionally, after the move to RDA, WorldCat will contain records encoded according to both sets of cataloging rules, as adoption will occur in phases and some libraries will continue to create records using AACR2. This means that in the next decade or two, the makeup of the WorldCat database could be significantly changed; it will certainly include a greater diversity of formats and rules than it does now. However, it is too early to know whether RDA will achieve this. With the proliferation of digital library resources concurrent with the growth of the Internet, there was a need for metadata conforming with Web standards yet able to address the distinct data management needs of libraries and other cultural institutions. The Dublin Core Metadata Initiative, response to this problem, has been active since the mid-1990s and serves as the basis for a variety of metadata applications inside and outside the library community, but it sacrifices many of the specific applications relevant to catalogers in the interest of being as widely adoptable as possible across many communities of practice. A need emerged for more extensively defined metadata formats useful for libraries in their own digitization programs.

New Technologies

To increase the utility of library metadata for as many researchers as possible, it is important to place it in as many potential content entry points as possible. The linked data movement is the best example of this. Linked data is the most visible component of the semantic Web, which envisions the Internet less as a "web of documents" or pages connected by links using HTML than as a "web of data," that is, discrete data sets described using Web standards. In an essay, Tim Berners-Lee words, the originator of the linked data concept, outlines its four main rules:

1. Use URIs as names for things.
2. Use HTTP URIs so that people can look up those names.
3. When someone looks up a URI, provide useful information, using Web standards.
4. Include links to other URIs so that they can discover more things.

Contending with this changing landscape is as much a problem for cataloging department managers as it is for metadata librarians. While integrating metadata in the catalog with data practices on the Web is essential to ensuring that our metadata are accessible to as many users as possible, it is difficult to bring this work into the day-to-day operations of the cataloging department, especially as resources are scarce and it is increasingly difficult to bring in new staff to work exclusively on these issues. One possible solution is to take a project-based approach, similar to the way in which many libraries first approached digitization initiatives. When a digital project is in early stages— or even when a digitization program is first being initiated—it is worthwhile to identify the strengths of various staff or teams within the cataloging department and which of those strengths may apply to the metadata creation process. While admittedly uncertain, the future of the library catalog in the Internet age is exciting. Drawing on the rich set of metadata that already exist to describe library resources and utilizing the existing and evolving skill sets of both metadata specialists and traditional catalogers, we have already seen a number of initiatives emerge to enrich library catalogs and connect their data with the data sets elsewhere on the Internet.

Self-assessment Questions

1. Who introduced the pro-cognitive system of OPAC and, why? Discuss.
2. Describe the advantages and disadvantages of handling digital materials in a traditional manner of cataloguing.

3. What RDA rectify in creating a new generation of the rules in cataloguing? Explain.
4. What are the Dublin Core Metadata Initiatives? Elaborate.
5. Discuss the four main rules given by Berners-Lee about linked data.

Activity:
Prepare a linked data chart of an entity with the help of tutor.

UNIT NO. 4
MANAGING VENDOR CATALOGING TO MAXIMIZE ACCESS

Introduction

There are various arguments for and against the practice of libraries outsourcing cataloging functions. Some of the reasons libraries choose to outsource their cataloging functions include decreased costs and increased efficiency. Outsourcing has helped many libraries, offering quick turnaround and helping us juggle increasing and expanding responsibilities. In our world of instant access, fast delivery is important and ever more challenging as information proliferates. Quality and quantity are always intension. Outsourcing is a tool in the catalog manager's toolbox and, used well, can help achieve effective results. The best tools save your energy and strength for more important work. Outsourcing can serve this purpose. However, not every attempt to outsource these functions is successful. Often, the decision is simply an attempt to avoid the difficulties of cataloging procedures that non-cataloging administrators are not familiar with.

Though many libraries today outsource at least some of their cataloging functions, recently the practice, apparently, has not been much discussed in the literature, as it had been 20 years ago, when the practice was more widespread across various industries. The general population tends to think of outsourcing as sending jobs to foreign countries, which has fallen out of favor in recent years. Perhaps this accounts for the lack of discussion of the practice. However, for libraries, outsourcing could describe anything from contracting with a vendor who replaces a whole department to purchasing MARC records during the acquisitions process. Gary Shirk, quoted by Clare Dunkle in "Outsourcing the Cataloging Department," defines outsourcing as "the purchasing, from an outside source, of goods and services that an organization previously produced or provided for itself. By that definition, libraries have been outsourcing cataloging functions longer than the word has been in common usage to describe the process. Consortia can also represent a form of outsourcing. "While this doesn't always apply, consortia probably resemble vendors more than they resemble libraries. Consortia have libraries as clients/customers. Consortia aggregate electronic resources for use by their clients/customers. These definitions all speak to the major reason libraries outsource cataloging functions - to reduce costs. When outsourcing takes the form of purchasing records, the cost savings is achieved through reduced man hours spent on original cataloging. The vendor achieves economies of scale through the resale of common, shared data. When an entire department is

eliminated, the savings to the library can be significant. The vendor profits from the efficiency of focusing solely on cataloging and centralizing services for a number of clients. Other benefits to libraries from outsourcing include flexibility in business decisions. "The process of periodic contract negotiations may allow the business greater freedom to change course in order to take advantage of new opportunities." Of course, money saved from outsourcing cataloging can be flexibly spent elsewhere. Vendors may also be able to provide access to a higher level of professional than the library would have had access to otherwise. Despite these benefits, there are several more arguments against outsourcing cataloging. For one thing, the issue of the cost vs. value of cataloging is a debate that has been ongoing for hundreds of years which outsourcing is unlikely to resolve. This is due to the fact that there are many hidden costs involved in outsourcing cataloging functions. Because the records cannot be resold to multiple clients, vendors lose money by cataloging unique collections. Instead, they charge the owner of those collections additional fees. In fact, any minor variation from standard procedures can incur fees. As a result, some libraries define "project-based requirements, compromising on one or another aspect of standard practice in the interest of cost-effectiveness." These compromises can result in difficulties for patrons and a perception of poor quality service. There can also be human resource issues, resulting in increased costs, from the elimination of personnel due to outsourcing. While it's possible that outsourcing can provide greater flexibility in making decisions, the reverse can also be true. It can be difficult and expensive to go back to in-house cataloging or even to switch vendors at the end of a contract. Vendors also have more experience negotiating contracts for their own benefit. These difficulties serve to lock libraries in with one vendor. With clients effectively locked into a contract, vendors have little incentive to keep up with the latest technology. Their profits increase the longer they can delay upgrades. It is important for a library to take all of these issues into consideration when deciding if outsourcing is a viable option.

Unfortunately, many times "library directors…certainly may outsource to get rid of a perceived problem. Library managers may find catalog departments frustrating for the same reasons that business managers find IS departments frustrating." Outsourcing decisions made with this lack of understanding about cataloging are unlikely to be successful. Cost savings and improved efficiency are not a given in an outsourcing arrangement. And it's not a decision that can be made without looking back. A successful arrangement requires the library to continue to monitor the vendor and the process.

Considering the pros and cons of outsourcing, it is apparent that there is no obvious solution that is right for every library.

What Is Available?

A wide range of cataloging products and services are available from different providers. Products range from prepackaged record sets to individual contract catalogers for hire who will customize work to your exact specifications. Following are the main reasons or approaches to outsourcing the library catalogues:

1. **Languages:** One of the most commonly accepted reason for opting to outsource cataloging is lack of language expertise, especially for materials in languages using non-Roman alphabets. Services for languages that are in increasing demand are becoming easier to find.
2. **Shelf-Ready Services:** Shelf-ready services are a popular first step into outsourcing for many cataloging departments. These services can do double duty by piggybacking services with a vendor providing book orders. The books come to the library with labels and security devices, and records are loaded during or after shipping.
3. **Value-Added Services:** A number of vendors provide enhanced data for our catalog in addition to new title cataloging. Vendors for authority work have been in operation since the early 1990s, and there are several large vendors providing this service as well as smaller vendors. Outsourcing maintenance of the authority file without abdicating local control is possible.
4. **Records Sets and Subscriptions:** Sets of bibliographic records come in two main forms. There are static sets of records for collections of works that are sold as a package by a vendor. Bibliographic utilities such as the Online Computer Library Center sell many sets of large microform collections, for example. Many vendors sell records with sets of electronic books and journals (sometimes included in the price or at additional cost). Dynamic records sets are an option, usually as a subscription, for ongoing collections. Government documents and journal aggregator packages are examples.

What Not to Outsource

Outsourcing everything is not viable. How do we decide what can and cannot be outsourced? If our project/library team identifies unique local data that must be created, we may have a task to keep at home. Vendors may charge a high price to replicate the work, and because they do not work in our environment, they may not easily understand how to apply the exception, and the task may have a high error rate as well as a high dollar price. Unique material is a target to keep in-house, although, depending on the expertise needed to process and analyze it, hiring temporary project/library staff may be required.

Making the decision to outsource is only the first step. Outsourcing does not mean you have washed your hands of the work. Planning will prevent errors and misinterpretation by the vendor and thus later labor. It is necessary to read your potential vendor's specification documentation carefully. Will their process allow us to do everything we want to do? Do remember that nonstandard cataloging takes more time, whether you are doing it in-house or paying a vendor extra to do it for you. Outsourcing cataloging activities should be approached with the same care and thought as any other project or work flow revision in the library. It is not an abdication of control over your local data. Managing outsourced products requires the same skills and expertise built up over cataloging careers to make good decisions about product quality and utility. Instead of making these decisions on a record-by-record basis, you are making them for larger categories of material. You are judging the work of the vendor with the same expertise as you would judge a cataloger in training. If executed successfully, you can then reap the rewards of your efforts by using your expertise for unique materials and new initiatives in the library. By using contract staff and vendor products, you can employ outsourcing to reengineer your workload.

Self-assessment Questions

1. Define outsourcing.
2. Discuss the major issues in outsourcing the library catalogs.
3. What are the reasons of outsourcing library catalog? Discuss in detail.
4. What can be outsourced and what cannot? Explain.

Activity:

Prepare with the help of your tutor a project of outsourcing the academic library catalogue record.

UNIT NO. 5
MARC: A NEW LIFE THROUGH REUSING AND REMIXING

MARC is an acronym for Machine-Readable Catalogue or Cataloguing. It is not, however, a kind of catalogue nor a method of cataloguing but a system by which data elements within bibliographic records are uniquely labeled for computer handling. MARC is an implementation of the international standard "Information and documentation - Format for information exchange".

Applications and functions

MARC is widely used by libraries and other information agencies to exchange bibliographic and related information between systems. In addition, the specificity provided by the use of MARC fields and sub-fields as labels for data elements comprising bibliographic records facilitates the retrieval and manipulation of information in automated information systems. For example, most online systems offer different levels of detail in displays of bibliographic records; the user may be interested in viewing the full MARC record or a brief record. Sorting is an important issue for systems; a user may choose which data elements to use in the sorting of information. Searching in an online environment has also become more efficient and effective with systems offering users a wide range of search keys and the opportunity for combining search terms. Originally, MARC was designed to support the distribution of bibliographic information on magnetic tape. Today, MARC records may be available on any number of different media including diskette and CD-ROM and may be transmitted via file transfer and other forms of direct computer-to-computer communications. While MARC was originally designed for bibliographic data, the principles are now applied also to authority control, classification and community information, for which non-bibliographic formats now exist.

Largely for historic reasons, there are several different national MARC formats. Although these national formats have much in common they are sufficiently different to require conversion programs between them. IFLA's UNIMARC format was primarily designed as an intermediate format, to reduce the number of conversion programs, which a library might, need in order to utilize records from different sources. Machine Readable Cataloging (MARC) has long been the library standard for sharing and organizing resource description. MARC provides well-structured, consistent, and coded records for bibliographic, holdings, and authority data used by humans and machines alike. Exploiting the richness of the MARC standard in venues

beyond the integrated library system (ILS) is a strategy for using our existing resources to interact with new discovery tools. This unit will discuss the ways MARC has been reused outside the ILS by diverse libraries. It also examines an approach to project management for repurposing MARC to new formats.

MARC Reused outside the ILS:

MARC is reused in many forms outside of the ILS for a variety of reasons. Some libraries have mapped MARC to a new database structure to accommodate for a change or upgrade in an existing system. One of the most common ways of doing this is to map MARC to an Extensible Markup Language(XML)-based metadata standard. XML is widely used in information systems and understood by many platforms. Others have created new collections of digital materials and ingested preexisting metadata into another system. Some libraries have shared their MARC metadata with a wider information community; some have improved interoperability by expressing it in XML.MARC is also being worked with the semantic Web and linked data community. Following are the avenues where MARC has been used outside the ILS:

1. **Large-Scaled Digitization Materials:** Many large public and academic libraries have begun the digitization of millions of books under programs such as Google Book Search and Microsoft Live Search Books. The aim of these large-scale projects is bring copyright-free content accessible to the world. While the optical character recognition(OCR) text from the digital books can be one avenue of access to these materials, the existing MARC data for the titles and has provided an additional avenue of discovery to these materials for the end user.

2. **Electronic Resources and Digital Portals:** The display, description, access, and management of electronic resources is an evolving art. Many libraries still catalog the majority of resources (either electronic or physical) in MARC. Usually, catalog displays from MARC records are not the only or best answers for accessing these electronic resources for our users. Many libraries have sought out alternative displays based on MARC data to highlight and organize electronic resources.

3. **The Semantic Web and Linked Data:** "Linked data" is "a term used to describe a recommended best practice for exposing, sharing, and connecting pieces of data, information, and knowledge on the Semantic Web using URIs and RDF". Linked data allow any user on the Web to create a customized view of data to satisfy different job roles and changing needs. The idea would be to build a community that helps, curates, and

interconnects the data as needed. MARC data has so many trusted subjects, place-names, personal names, and terms that it is an excellent building block for linked data systems.

4. **Specialized Digital Library Projects:** As librarians create new digital collections, the integration of preexisting metadata like MARC can greatly increase the cost-effectiveness and efficiency of a project. There are creative ways to make use of machine-readable metadata for item- or collection-level MARC records both inside and outside of an institution's ILS.

5. **Access and Management:** Providing access to resources is an overarching goal in each stage of the MARC repurposing process. However, it is important to evaluate the access level of the resources described after the production and transformation process is done. Quality control for irregularities in the data should be performed at this stage. Metadata user communities like METS and Dublin Core share their experiences and tools with their websites and electronic mailing lists. It is important that each library that transforms and reuses MARC metadata or other metadata create a public space to share these experiences and work.

A documentation library of MARC repurposing processes would have an inventory of the data files, mapping schematics, transformation processes, and systems that make up the components of the library's current metadata repurposing efforts. A sample documentation library of MARC metadata repurposing activities could include the following:

- The original MARC bibliographic metadata
- Extract scripts or tools used to select the MARC for the project
- The XML metadata collection and storage scheme
- The transformation scripts
- XML output files
- Validation tools

Reusing MARC and other metadata operations would grow more effectively if libraries were to develop metadata processes that promoted sharing and reuse.

MARC metadata are a valuable resource for making information more easily discovered. With each project to reuse MARC metadata, there are considerations and practices to follow for success. First, do the consulting and investigation work. This work will include setting goals, giving time lines, setting forth resources, and establishing costs and benefits of

undertaking a MARC mapping and transformation process. This first step will need consensus from all stakeholders. Next, design your metadata and mapping for the specific-use case of the project. Production and transformation processes will follow using custom or freely available tools to create the metadata for a new use. Finally, double-check your goals and the quality of the end results. All your MARC repurposing project work can be shared within your library as well as with the wider library community through good communication and documentation. By exposing our MARC metadata in new ways and structures, we open the new avenues for the information about library resources.

Self-assessment Questions
1. What is MARC? Discuss it applications and functions in libraries.
2. How MARC reused outside the ILS? Explain with examples.
3. Enlist a sample documentation library of MARC metadata repurposing activities.

Activity:
Explore the internet and find out the MARC metadata tags used in various online databases.
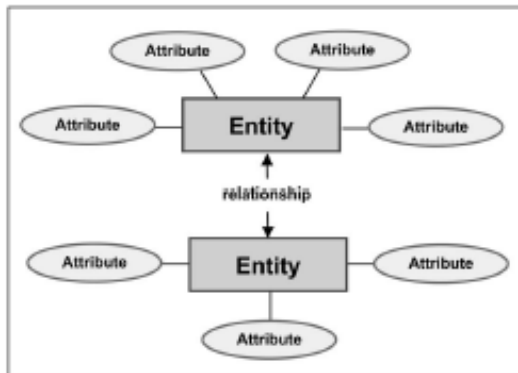
UNIT NO. 6
FRBR, THE FRAMEWORK BEHIND RDA

We live in an era of connections. Our digital devices connect us to communications networks. Websites and social media tools connect shoppers with retailers, information seekers with information providers, and like-minded individuals with each other. As methods of linking online data evolve, connections and relationships between people, places, organizations, resources, and ideas become pathways to navigate webs of information. Cataloging has always highlighted connections, linking authors, titles, subjects, and publication details within the context of a bibliographic record. Resource Description and Access (RDA) and Functional Requirements for Bibliographic Records (FRBR) continue this focus on connections and relationships, asking questions such as:

- How do resources relate to each other?
- How do creators and subjects relate to those resources?
- How can we help users connect to and acquire the resources they need and want?

These are not new questions, but RDA and FRBR attempt to answer them in a way that offers new possibilities for library catalogs and library users in our connected, digital world. From 1992-1995 the IFLA Study Group on Functional Requirements for Bibliographic Records (FRBR) developed an entity relationship model as a generalized view of the bibliographic universe, intended to be independent of any cataloging code or implementation. The FRBR report itself includes a description of the conceptual model (the entities, relationships, and attributes or metadata as we'd call them today), a proposed national level bibliographic record for all types of materials, and user tasks associated with the bibliographic resources described in catalogs, bibliographies, and other bibliographic tools. FRBR offers us a fresh perspective on the structure and relationships of bibliographic and authority records, and also a more precise vocabulary to help future cataloging rule makers and system designers in meeting user needs. FRBR (often pronounced *fer-ber*) borrows the techniques and vocabulary of the entity-relationship model used in database design. The entity-relationship model organizes data using three basic constructs: entities, attributes, and relationships (see Figure).
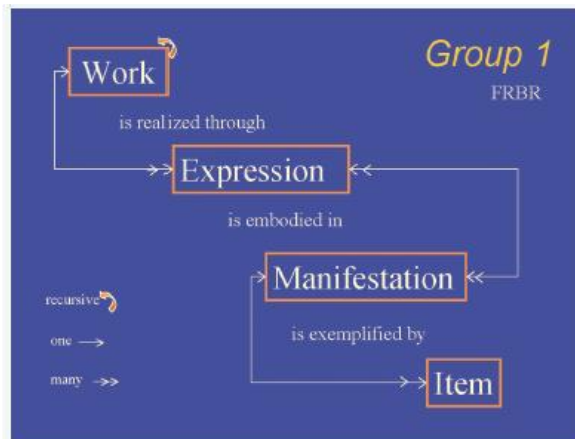
Entity-Relationship Model Basics

Before FRBR our cataloging rules tended to be very unclear about using the words "work," "edition," or "item." Even in everyday language, we tend to say a "book" when we may actually mean several things. For example, when we say "book" to describe a physical object that has paper pages and a binding and can sometimes be used to prop open a door or hold up a table leg, FRBR calls this an "item." When we say "book" we also may mean a "publication" as when we go to a bookstore to purchase a book. We may know its ISBN but the particular copy does not matter as long as it's in good condition and not missing pages. FRBR calls this a "manifestation." FRBR divides all of these swirling entities into three groups (FRBR 3.1; FRAD Figure 2):

- Group 1 Entities: Work, Expression, Manifestation, and Item
- Group 2 Entities: Person, Family, and Corporate Body
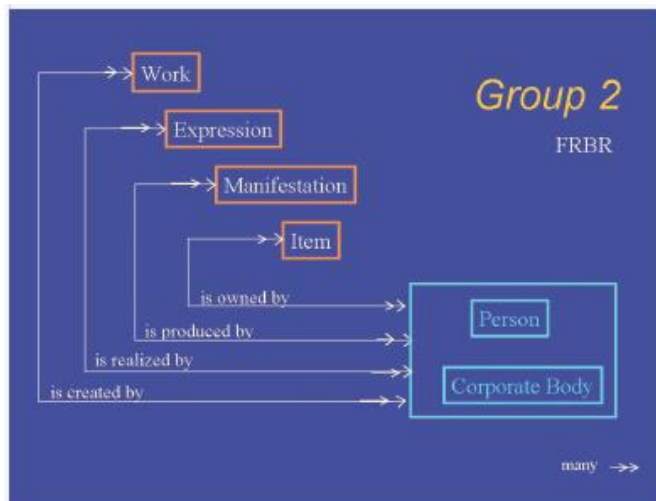- Group 3 Entities: Concept, Object, Event, and Place

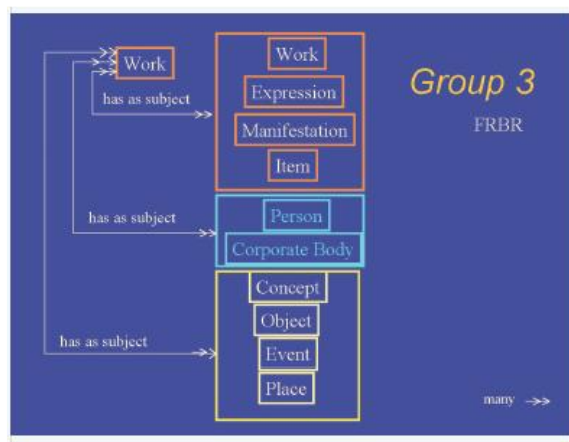As show in the following figure (Group 1):

Group 1 FRBR

When we say "book" as in 'who translated that book,' we may have a particular text in mind and a specific language. FRBR calls this an "expression." When we say "book" as in 'who wrote that book,' we could mean a higher level of abstraction, the conceptual content that underlies all of the linguistic versions, the story being told in the book, the ideas in a person's head for the book. FRBR calls this a "work."

Entities Concept in FRBR

The JSC is examining AACR2 to update the terminology to be clearer when we mean work, expression, manifestation, and item, following these FRBR "Group 1" entities. FRBR's "Group 2" entities are person and corporate body that are related to "Group 1" entities through specific relationships. These relationships reflect the role of the person or corporate body with respect to the work, expression, manifestation, or item. FRBR's model shows us how important such role information is for performing user tasks and for assisting a user to navigate through the bibliographic universe. (Note: This universe may be limited to our local catalog or may be the realm of global resources available through the Web.) as shown in figure (Group 2) following:

The value of this 'role' information becomes very apparent in light of FRBR. We need to regain the lost link of relator terms and codes in our bibliographic records. It is time to re-examine a change in cataloging practice that abandoned use of "relator" terms and codes to cut cataloging costs. In hindsight we can see that decision was unfortunate for future users of our records and should be reversed to allow greater flexibility in manipulating bibliographic data and offering better information to users as they navigate our catalogs. FRBR "Group 3" entities are the subjects of works. These can be concepts, objects, events, places, and any of the "Group 1" or "Group 2" entities. For example, you can have a work about another work or a work about a person or corporate body.
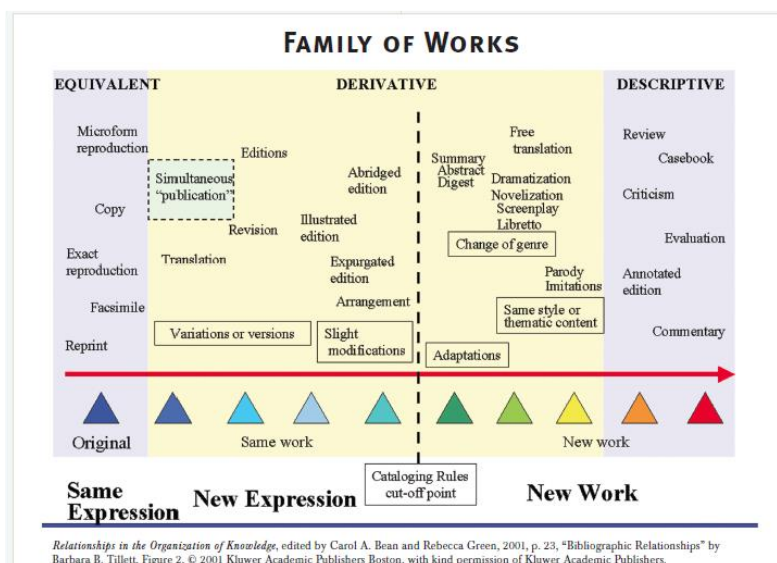
The concept of FRBR Group 1, Group 2 and Group 3 Entities combined
FRBR defines the Group 1 entities as "products of intellectual or artistic endeavor." Bibliographic records serve as surrogates for these interconnected works, expressions, manifestations, and items. FRBR and FRAD designate two additional, related entity groups. Group 2 entities are the persons, families, and corporate bodies "responsible for the intellectual or artistic content, the physical production and dissemination, or the custodianship of such products." Authors, editors, translators, artists, publishers, printers, and owners belong in this group. Group 3 entities "serve as the subjects of intellectual or artistic endeavor," encompassing concepts, objects, events, and places in addition to all of the entities in Groups 1 Group2 and 3 as follows:

Group 1 Entities Products of intellectual or artistic endeavor	Group 2 Entities Those responsible for the intellectual/artistic content, the physical production and dissemination, or the custodianship of Group 1 entities	Group 3 Entities The subjects of intellectual or artistic endeavor
Work (W)		Concept (C)
Expression (E)	Person (P)	Object (O)
Manifestation (M)	Family (F)	Event (Ev)
Item (I)	Corporate body (Cb)	Place (Pl)
		+ Group 1, Group 2

Source: FRBR 3.1

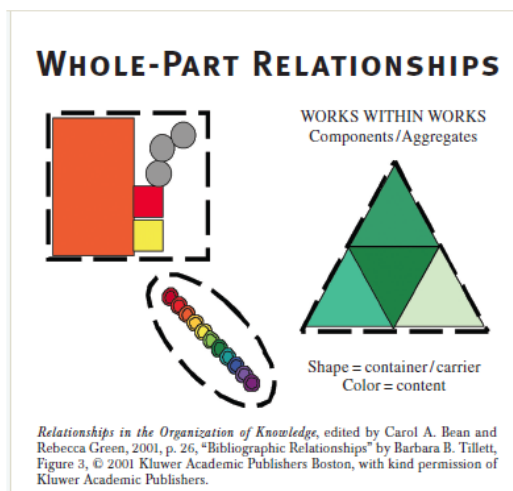**Bibliographic Relationships**:
A lot of attention has been given to the inherent relationships among the entities in the Group 1 hierarchy of work, expression, manifestation, and item. Additionally, there are many other rich content relationships that enable collocation of related items and navigation through the sometimes complex network of the bibliographic universe. Content relationships can be viewed as a continuum from works/expressions/manifestations/items. Moving left to right along this continuum we start with some original work and related works and expressions and manifestations that can be considered "equivalent," that is, they share the same intellectual or artistic content as realized through the same mode of expression. Next we come to works/expressions/manifestations that are related through a "derivative" relationship. These comprise a range of new expressions, such as translations, different performances, slight modifications and editions that move along the continuum across a magic line where they become a new work yet still

related to some original work. To the far right on this continuum we find 'descriptive' relationships that involve new works describing some original work. FRBR reminds us of the importance of these relationships and keeps us focused on those of most importance to meeting user tasks.

FAMILY OF WORKS

Relationships in the Organization of Knowledge, edited by Carol A. Bean and Rebecca Green, 2001, p. 23, "Bibliographic Relationships" by Barbara B. Tillett, Figure 2, © 2001 Kluwer Academic Publishers Boston, with kind permission of Kluwer Academic Publishers.

Whole/part and part to part relationships are also in FRBR. When we provide bibliographic control for electronic digital resources, we find these whole/part and part to part relationships especially relevant. For example, a Web site may be viewed as the "whole" and the components as its "parts," or we may view the whole digitized resource and its components as the parts that will need to be tracked through technical metadata for storing and displaying that digital information. The part to part relationships include 'sequential' and 'accompanying' or 'companion' relationships. Companion relationships can be either dependent or independent, which will influence how many bibliographic records we would make for the related works and their manifestations. In fact, the number of records we make is a decision made up front by the cataloger based on local policies reflecting local user needs. We may choose to catalog at various levels: the collection of works (FRBR calls this an aggregation), an individual work, or a component of a work. At the collection level we may include a description of all the parts and should provide access to each component. At the component level we should provide a link to relate to the larger "whole." FRBR reminds us that these

relationships are important factors for fulfilling user tasks regardless of what we choose to view as the "whole."

WHOLE-PART RELATIONSHIPS

Relationships in the Organization of Knowledge, edited by Carol A. Bean and Rebecca Green, 2001, p. 26, "Bibliographic Relationships" by Barbara B. Tillett, Figure 3, © 2001 Kluwer Academic Publishers Boston, with kind permission of Kluwer Academic Publishers.

User Tasks in FRBR

So what are these FRBR user tasks? Briefly, they are find, identify, select, and obtain. 'Find' involves meeting a user's search criteria through an attribute or a relationship of an entity. This can be seen to combine both the traditional "find" and "collocate" objectives of a catalog. 'Identify' enables a user to confirm they have found what they looked for, distinguishing among similar resources. 'Select' involves meeting a user's requirements with respect to content, physical format, etc. or to reject an entity that doesn't meet the user's needs. 'Obtain' enables a user to acquire an entity through purchase, loan, etc., or electronic remote access. Additionally, FRBR recognizes the importance of being able to navigate, and we could add other tasks relevant to specific users, such as tasks for rights management or preservation communities. These user tasks reinforce the traditional objectives of a catalog, as described by Cutter in 1876 to enable a user to find and to collocate works.

FRBR Impact on Cataloging Rules

Today FRBR provides an opportunity to reexamine our cataloging rules and principles. The Joint Steering Committee for Revision of the Anglo-American Cataloguing Rules (JSC) is using FRBR not only to update terminology, but also to re-examine and hopefully improve the traditional linking devices of uniform titles in light of FRBR. Perhaps an expression-

level citation or work-level citation can provide an improved reincarnation of traditional uniform titles that would offer more collocation and differentiation capabilities than current uniform titles. Other professional organizations such as IAML, IFLA, ALA, etc. will be engaged in this re-examination. The JSC is also exploring the FRBR modes of expression and some of the attributes of manifestations to revisit GMDs (general material designators). Online system display capabilities (such as icons used in some systems today) might now be evaluated as an additional means for conveying information about the mode of expression and the type of carrier or container available, replacing GMDs as we know them today with a device that better meets user needs. FRBR is reaching even beyond AACR. IFLA's first International Meeting of Experts on an International Cataloguing Code (IME ICC), July 28-30, 2003 in Frankfurt, Germany, will also provide an opportunity for re-examining the 1961 Paris Principles in light of FRBR and today's online environment.

FRBR Impact on Bibliographic Structures

OCLC's initial research of FRBR with respect to its more than 40 million record database WorldCat has shown that over 80% of these records reflect a single manifestation per work. We could interpret this to mean that we could let our local systems automatically create authority records for us based on the headings we construct according to cataloging rules when we get the first work of a creator. We would only need to do the more extensive work for the less than 20% of items, once we got the second or third manifestation (as suggested by Jennifer Younger several years ago). More interestingly we could provide subject headings and classification to the authority record for the work—do it once there, rather than redundantly for each bibliographic record for each manifestation. Our bibliographic records today typically reflect particular manifestations. Similarly, we could link the authority records for persons and corporate bodies with the related "work" authority records when there is a "creator" relationship to the work authority record. Authority records for "expressions" could also be linked to the person or corporate body authority records in a "realized by" relationship. These relationships could be used for the system to establish the citation form for the work and associated expressions that can then be used as the linking device for collocation and navigation. New models of bibliographic structures could evolve to better meet user needs.

FRBR in Systems Design and Applications

FRBR promises to have a profound influence on future systems design. Vendors and bibliographic utilities, like VTLS, OCLC, and RLG have already embraced the FRBR conceptual model in designing their future systems. These and other vendors are engaged in discussion of FRBR through the JSC's Format Variations Working Group, led by Jennifer Bowen. Although somewhat slow to catch on in the United States, FRBR has been fundamental to recent system designs in Australia and Europe for many years.7 Conclusions FRBR's terminology, relationships, and user tasks are already assisting us to review our traditions in cataloging in light of today's digital environment. This work within IFLA has spread worldwide and provides a conceptual model to guide us for many years to come. IFLA together with other interested parties will continue to encourage the application of this model to facilitate international standardization and reduce costs for cataloging on a global scale.

Self-assessment Questions

1. What is FRBR? Discuss its historical background.
2. Explain the basic structure of FRBR (Entity-Relationship Model Basics)?
3. Describe the group 1 and group 2 concepts of entities and manifestation.
4. Elaborate the Bibliographic relationships in FRBR model.
5. What are important user tasks in FRBR?
6. Discuss the impact of FRBR on Cataloguing rules.

Activity:

Visit any university library along with your tutor, select any book from shelf and prepare a chart of entities, attribute, and relationships keeping in view the FRBR Model.

UNIT NO. 7
RDA IN THE REAL WORLD: PREPARING BIBLIOGRAPHIC RECORDS

As we discussed in earlier units Resource Description and Access (RDA) is the new cataloging standard, replacing AACR2. RDA is based on the FRBR (functional requirements for bibliographic records) and FRAD (functional requirements for authority data) concept models. FRBR and FRAD are models which are internationally recognized as viable and valuable ways to conceptually structure and retrieve information. RDA has been widely disseminated in various drafts for a few years. Most catalogers are familiar with some of the concepts in RDA, although few are expert at the new rules yet. RDA itself is available in electronic form. Since the rules are completely restructured to follow a FRBR concept, it can be difficult to locate the pertinent rules, even for experienced catalogers. Every cataloger will have to be trained in the new rules as will most acquisitions staff. Circulation and reference staff will also need to be aware of certain changes which will affect access. In short, you can expect your library to have to be involved in a level of training equivalent to purchasing a new ILS.

RDA Highlights: Ten Points
If we look in deep to the practice of RDA bibliographic record, we should understand the highlights of RDA and build on an understanding of FRBR as it relates to RDA overall structure. RDA Highlights the following ten points as shown in figure below.

1	How to Spot an RDA Record
2	Elements—*Core, Core-if,* and *Core-for-you*
3	*Take What You See:* The Principle of Representation
4	*Transcribe* Versus *Record*
5	Abbreviations (or lack thereof)
6	Terminology—AACR2 Versus RDA
7	Production, Publication, Distribution, Manufacture, and Copyright Date—MARC Field 264
8	Expanding Access within Bibliographic Records
9	Content Type, Media Type, and Carrier Type—The 33x Fields
10	RDA for Content but not Display

Highlight 1: How to Spot an RDA Record

When searching for an RDA record prepared by an English-language cataloging agency, look for the following data in subfields $b and $e of MARC field 040:

040 _ _ $a ### $b eng $e rda $c ###

Field 040 documents the cataloging source(s) of a record. The language code in subfield $b comes from the *MARC Code List for Languages*. The code *eng* designates the English language. Subfield $e records the description conventions used in the bibliographic record—in this case, RDA.

The *descriptive cataloging form* (or Desc) offers a second way to pinpoint most RDA records. Bibliographic records prepared under AACR2 showed the letter *a* for descriptive cataloging form, which comprises character position eighteen of the MARC leader. RDA records that include ISBD punctuation use the letter *i* here instead.
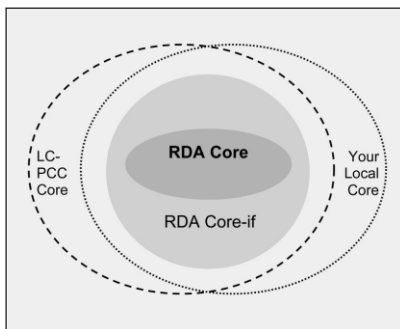
Highlight 2: Elements—Core, Core-if, and Core-for-you

In RDA, an element is "a word, character, or group of words and/or characters representing a distinct unit of bibliographic information" (RDA Glossary). These small precise pieces of data become the building blocks to construct a record. Some elements are required in RDA, while others are required for certain situations. Individual cataloging agencies (such as the

Library of Congress [LC] or your own library) and joint cataloging efforts (such as the Program for Cooperative Cataloging [PCC]) may require additional elements for their own local practices.

The RDA instructions declare some elements as core (RDA 0.6.1). These elements provide the nucleus of a bibliographic record, becoming the required, essential bits of information that allow users to find, identify, and select resources. For instance, users need to know the title proper—a core element of manifestations—to identify a particular book or DVD. Quick Guides 1.1 and2.1 list the RDA core elements. RDA designates other elements as core-if. These elements are considered core in RDA only if a particular situation applies. For example, the place of distribution becomes core only if a bibliographic record lacks a place of publication (RDA 2.9). The core-if elements provide a second tier of data, supporting user tasks in situations where the first, core tier of information is not available. The RDA guidelines allow more opportunities for variation in local practices and cataloger's judgment than was permissible under AACR2.This highlight concept can be explained through a given figure (Levels of Elements from RDA Core to Local Core) as below.

Levels of Elements from RDA Core to Local Core

Highlight 3: Take What You See: The Principle of Representation. Reflecting the IFLA Statement of International Cataloguing Principles (as mentioned in Figure given below), RDA adopts the principle of representation as a main tenet—a take what you see and accept what you get approach (RDA 0.4.3.4). How a resource or entity describes or names itself becomes an important factor when cataloging. What data is included on a title page, title page verso, or title screen? How is that data stated, presented, or formatted? What name does a person or corporate body prefer? The

remaining highlights, examples, and workflows in this unit demonstrate many situations in which to ask such questions and apply the principle of representation—*take what you see, accept what you get*.

General Principles from the Statement of International Cataloguing Principles (ICP)

1. Convenience of the user.
Decisions taken in the making of descriptions and controlled forms of names for access should be made with the user in mind.

2. Common usage.
Vocabulary used in descriptions and access should be in accord with that of the majority of users.

3. Representation.
Descriptions and controlled forms of names should be based on the way an entity describes itself.

4. Accuracy.
The entity described should be faithfully portrayed.

5. Sufficiency and necessity.
Only those data elements in descriptions and controlled forms of names for access that are required to fulfill user tasks and are essential to uniquely identify an entity should be included.

6. Significance.
Data elements should be bibliographically significant.

7. Economy.
When alternative ways exist to achieve a goal, preference should be given to the way that best furthers overall economy (i.e., the least cost or the simplest approach).

8. Consistency and standardization.
Descriptions and construction of access points should be standardized as far as possible. This enables greater consistency, which in turn increases the ability to share bibliographic and authority data.

9. Integration.
The descriptions for all types of materials and controlled forms of names of all types of entities should be based on a common set of rules, insofar as it is relevant.

Source: ICP 2.1-2.9

Highlight 4: Transcribe versus Record

Some RDA elements are *transcribed* from the source in hand, while others are recorded. Transcription puts the principle of representation into practice.
With possible exceptions such as capitalization and punctuation, transcribed elements match exactly what is on the piece in hand (RDA 1.7). Title, edition statement, place of publication, and publisher's name are examples of transcribed elements in RDA. Consider a book whose title page verso shows a publisher's name and location as *The Backwaters Press, Omaha, Nebraska*. When recording this information, AACR2 instructed catalogers to disregard the article the and to use an abbreviation for Nebraska (AACR2 1.4C3, 1.4D2). Under RDA, a cataloger instead transcribes these two elements as shown on the source (RDA2.8.1.4; as shown in Figure given below). Recorded elements document data about a resource but are not directly transcribed from the source. For instance, a cataloger records the frequency

of a newspaper or the number of pages and height of a monograph. The RDA instructions specify which elements are transcribed and which are recorded.

Comparison of Recorded and Transcribed Data in AACR2 and RDA

Publisher's Name and Location		
On source:	**AACR2 (recorded)**	**RDA (transcribed)**
The Backwaters Press Omaha, Nebraska	Omaha, Neb. : Backwaters Press	Omaha, Nebraska : The Backwaters Press
The Backwaters Press Omaha, NE	Omaha, NE : Backwaters Press	Omaha, NE : The Backwaters Press

Highlight 5: Abbreviations (or lack thereof)

In comparison to AACR2, RDA instructs catalogers to use fewer abbreviations in bibliographic records. RDA also eliminates Latin abbreviations used inAACR2 such as S.l. (sine loco) and s.n. (sine nomine) for an unknown place of publication and name of publisher. As users may be unfamiliar with these abbreviations, RDA instead prefers unabbreviated phrases in the language of the cataloging agency such as Place of publication not identified (RDA 2.8.2.6). Using fewer abbreviations in bibliographic records also reflects the take what you see approach to transcription. If a word is spelled out on the source of information, a transcribed field also spells out the word; if abbreviated on the source, the transcription likewise abbreviates. As one example, the edition statement is now a transcribed field under RDA and is thus included in the bibliographic record exactly how it appears on the item (RDA 2.5.1.4). In contrast, AACR2specified to always abbreviate the word edition to ed., regardless of what appeared on the source (AACR2 1.2B1; as mentioned in Figure given at the end).

Even when RDA elements are recorded rather than transcribed, abbreviations are used much less frequently in RDA than in AACR2. For instance, words such as pages or volumes are spelled out when recording the extent of a manifestation, rather than abbreviated as p. and v., respectively (RDA 3.4.5). Similarly, the word illustrations replace the AACR2 abbreviation ill. (RDA 7.15.1.3). Other words used to describe illustrative content in RDA are spelled out accordingly. However, RDA records retain some abbreviations such as hr. for hour(s), min. for minute(s), and sec. for second(s) (RDA 7.22.1.3).

Comparison of Abbreviations in AACR2 and RDA

Edition Statement		
On source:	**AACR2 (recorded)**	**RDA (transcribed)**
1st edition	1st ed.	1st edition
Second edition	2nd ed.	Second edition
3rd ed.	3rd ed.	3rd ed.
Illustrative Content		
Resource	**AACR2 (recorded)**	**RDA (recorded)**
A book with 300 pages, including illustrations (some in color) and portraits	300 p.	300 pages
	ill. (some col.), ports.	illustrations (some color), portraits

Highlight 6: Terminology—AACR2 versus RDA

For catalogers used to AACR2, part of the RDA learning curve includes changes in terminology. Headings in AACR2 become *authorized access points* in RDA, and *uniform titles* shift to *preferred titles*. As figure given below shows some main vocabulary changes.

Terminology Changes from AACR2 to RDA

AACR2	RDA
Heading	Authorized access point
See reference	Variant access point
See also reference	Authorized access point for related entity
Physical description	Carrier Type
General material designation (GMD)	Content Type, Media Type, Carrier Type
Chief source	Preferred source
Main entry	Preferred title + Authorized access point for creator (if appropriate)
Uniform title	Preferred title (+ other information to differentiate), Conventional collective title

Highlight 7: Production, Publication, Distribution, Manufacture, and Copyright Date—MARC Field 264

A single resource could be published by one entity, distributed by a second entity, and manufactured by a third. A cataloger could receive an unpublished resource, perhaps a locally produced zine or video recording. A copyright date could differ from the date of publication and provide a critical detail

needed to distinguish and identify a particular resource. MARC field 264 encodes and compartmentalizes imprint information such as this, differentiating production, publication, distribution, manufacture, and copyright data. This field is repeatable, with the second indicator distinguishing the function or role of the entity (see Figure given at end of this highlight). Guidelines for PCC institutions indicate to use MARC field 264 instead of field 260 for new RDA records (Program for Cooperative Cataloging2012). The RDA instructions designate some elements of production, publication, distribution, manufacture, and copyright statements as core. Other elements are core-if in RDA, while still others remain optional. For bibliographic records of published resources, the place of publication, the publisher's name, and the date of publication are all core elements (RDA 2.8). For records of unpublished resources, only the date of production is considered core; catalogers may choose to include other optional elements such as place of production (RDA 2.7). Copyright date is an RDA core-if element, becoming core only if a record includes neither the date of publication nor the date of distribution (RDA 2.11). In RDA, place of publication is a transcribed, core element.

Sometimes a source of information lists more than one place associated with a particular publisher. RDA requires the first recorded place to be included in a bibliographic record, but a cataloger may choose to include the additional places as well (RDA 2.8.2). In contrast, AACR2 rules required catalogers to record the first named place, plus "any place given prominence" on the source, plus a place in the home country of the cataloging agency if the other places recorded were not. The record omitted any additional places (AACR2 1.4C5). In RDA, catalogers may transcribe the first place of publication—regardless of whether that place lies in the United States or Canada or England or China—and stop there.

Distinguishing Function in MARC Field 264

MARC Field 264	
Second Indicator	**Function of entity**
0	Production
1	Publication
2	Distribution
3	Manufacture
4	Copyright notice date

Highlight 8: Expanding Access within Bibliographic Records
Within bibliographic records, RDA offers possibilities to provide more access to and more information about the entities associated with a resource, especially through the statement of responsibility, additional added access points, and relationship designators. The statement of responsibility is a transcribed, core element of manifestations (RDA 2.4). Under RDA, if 14 people authored a resource, a cataloger may transcribe all 14 names in the statement of responsibility. The rule of three from AACR2, limiting the number of names to three (AACR2 1.1F5), no longer applies. But perhaps a cataloger or local cataloging agency does not wish to transcribe and type out all 14 names. RDA contains an option to abridge the statement of responsibility, provided that the bibliographic record retains all "essential information" and includes at least the first-named entity (RDA 2.4.1.4; see at Figure below).

However, including more entities in the statement of responsibility and the corresponding added access points (MARC 7xx fields) can assist discovery by catalog users. If a patron searches for all of the resources by Person Thirteen, but the statement of responsibility for this resource includes only the name of Person One, their search results remain incomplete. Some sources show more than one statement of responsibility—perhaps one person wrote a book, another illustrated it, and a third provided the translation. RDA designates the first statement of responsibility relating to the title proper as a required, core element. Additional statements of responsibility remain optional (RDA 2.4.2). The example in Figure 2.7 shows a title page naming four authors of a book plus one author of a foreword to the book—two statements of responsibility. RDA allows the transcription of both statements of responsibility in their entirety; optionally, catalogers may exercise the options to transcribe only the first statement of responsibility or to abridge the statement to the first name only.

Comparison of Statements of Responsibility in AACR2 and RDA

Statement of Responsibility (MARC field 245, subfield $c)	
On title page of book:	Reuven Feuerstein, Louis H. Falik, Refael S. Feuerstein, & Krisztina Bohács *Foreword by Yvette Jackson*
AACR2	Reuven Feuerstein . . . [et al.] ; foreword by Yvette Jackson.
RDA	Reuven Feuerstein, Louis H. Falik, Refael S. Feuerstein, & Krisztina Bohács ; foreword by Yvette Jackson. OR Reuven Feuerstein, Louis H. Falik, Refael S. Feuerstein, & Krisztina Bohács. OR Reuven Feuerstein [and three others].

Relationship designators (see Figure - Examples of Relationship Designators – given below) explain the connections between a Group 1 entity (work, expression, manifestation, or item) and a Group 2 entity (person, family, or corporate body). A person could be the author or compiler of a work (RDA I.2.1); the illustrator or performer of an expression (RDA I.3.1); the engraver of a manifestation (RDA I.4.1); or the annotator of an item (RDA I.5.2). A family could be the former owner or the dedicatee of an item (RDA I.5). A corporate body could be the degree granting institution or sponsoring body of a work (RDA I.2.2). RDA Appendix I includes an open list of relationship designator terms. The MARC Code List for Relators offers a more extensive, controlled vocabulary of relator terms and their equivalent relator codes. MARC fields for main or added entries of personal names (fields 100 and 700) and corporate names (fields 110 and 710) include subfields for relator terms ($e) and relator codes ($4).

Examples of Relationship Designators

RDA	RDA in MARC
Borglum, Gutzon, 1867-1941, sculptor.	100 1_ $a Borglum, Gutzon, $d 1867-1941, $e sculptor.
Adams, Ansel, 1902-1984, photographer.	100 1_ $a Adams, Ansel, $d 1902-1984, $e photographer.
Disney, Walt, 1901-1966, animator.	700 1_ $a Disney, Walt, $d 1901-1966, $e animator.
Wiegand, Wayne A., 1946- editor.	700 1_ $a Wiegand, Wayne A., $d 1946- $e editor.
Tedeschi, Anne, translator.	700 1_ $a Tedeschi, Anne, $e translator.
Walczak, Jim, printer.	700 1_ $a Walczak, Jim, $e printer.
Nebraska Educational Television Network, broadcaster.	710 2_ $a Nebraska Educational Television Network, $e broadcaster.

Highlight 9: Content Type, Media Type, and Carrier Type—The 33x Fields

A CD-ROM and a music CD land in your cataloging in-box. The CD-ROM contains a computer program, and the music CD transmits performed music. To access the content on these two CDs, you need some type of intermediating technological device like a computer (for the CD-ROM) or an audio player (for the music CD). Both the CD-ROM and the music CD are physical discs that digitally convey the content of the resource. In RDA terms, the *computer program* on the CD-ROM and the *performed music* on the music CD are *content types*. A *computer* and an *audio* device are *media types*. Finally, a *computer disc* and an *audio disc* provide two examples of *carrier types*.

These three RDA elements—content type, media type, and carrier type—replace the general material designation (GMD), a term used in AACR2 to indicate "the broad class of material to which an item belongs" (AACR2 Glossary). Some of these broad classes were too general. The GMD *videorecording*, for instance, applied to both VHS tapes and DVDs. The GMD vocabulary also included a mixture of content terms, media terms, and carrier terms. *Cartographic material* and *motion picture* described the content of a resource, while *microscope slide* and *transparency* designated carrier types. Under AACR2, catalogers were forced to choose a single aspect to highlight in the GMD within the title statement (MARC field 245, subfield $h). For resources such as a downloadable video—both an *electronic resource* and a *videorecording* - either choice left out an essential component from the GMD. An RDA record for a downloadable video instead separates

the type of content (*two-dimensional moving image*), the type of carrier that houses the content (*online resource*), and the type of media or device needed to access the content on the carrier (*a computer*).

Content type, an expression-level element, is the most abstract way of sorting resources. RDA defines content type as "a categorization reflecting the fundamental form of communication in which the content is expressed and the human sense through which it is intended to be perceived" (RDA 6.9.1.1). Is the content of a given resource communicated via *text* and perceived through sight? Or perhaps the content is communicated via *spoken word* and perceived through hearing? Content type does not depend on physical format. Expressions with the content type *text* could be manifested in the forms of a printed book, an eBook, a microfilm reel, an overhead transparency, or even a PDF file.

Media type and carrier type are elements of manifestations. Media type classifies resources according to the general category of equipment—or "intermediation device"—needed to access the content (RDA 3.2.1.1). Examples of RDA media types include *audio, computer, video,* and *projected*. Some *unmediated resources* like printed books do not require any additional device beyond the resource itself. Carrier type reflects the more specific "format of the storage medium" (RDA 3.3.1.1). The content of a motion picture (*a two-dimensional moving image*) could be carried or stored as *a film reel, a videocassette, a videodisc*, or an *online resource*. These carrier types are subtypes of media terms. A film reel is an example of a *projected* image carrier, videocassettes and videodiscs are *video* carriers, and online resources belong to the category of *computer* carriers. To view the content of the motion picture, users wind the film reel (the carrier) through the projector (a type of media), insert the DVD into a DVD player, or access the downloadable online resource through a computer.

RDA terms for content type, media type, and carrier type come from predetermined, closed vocabularies found in the RDA standard (RDA 6.9.1.3, 3.2.1.3, 3.3.1.3). Lists of these RDA terms and their corresponding MARC codeshare also available on the Library of Congress website as part of the *Value Lists for Codes and Controlled Vocabularies*. MARC fields 336, 337, and 338 encode content type, media type, and carrier type, respectively. In these three fields, subfield $a records terms, while subfield $b records the corresponding MARC codes. RDA bibliographic records may include either one or both of these subfields. Subfield $2 specifies the controlled vocabulary from which the term or code derives. In Figures (Content Type, Media Type and Carrier Type for Common Formats) and Figure (Example of a Resource

with Multiple Content Types, Media Types, and Carrier Types) showed in later pages, all of the terms come from the RDA vocabularies for content type, media type, or carrier type. Subfield $2 thus records *rda content*, *rda media*, or *rda carrier*.

Content Type, Media Type, and Carrier Type for Common Formats

Format	Content Type (MARC field 336)	Media Type (MARC field 337)	Carrier Type (MARC field 338)	RDA in MARC
Print book	text	unmediated	volume	336 _ _ $a text $2 rdacontent 337 _ _ $a unmediated $2 rdamedia 338 _ _ $a volume $2 rdacarrier
eBook	text	computer	online resource	336 _ _ $a text $2 rdacontent 337 _ _ $a computer $2 rdamedia 338 _ _ $a online resource $2 rdacarrier
Audiobook on CD	spoken word	audio	audio disc	336 _ _ $a spoken word $2 rdacontent 337 _ _ $a audio $2 rdamedia 338 _ _ $a audio disc $2 rdacarrier
Downloadable audiobook	spoken word	computer	online resource	336 _ _ $a spoken word $2 rdacontent 337 _ _ $a computer $2 rdamedia 338 _ _ $a online resource $2 rdacarrier
CD-ROM	computer program	computer	computer disc	336 _ _ $a computer program $2 rdacontent 337 _ _ $a computer $2 rdamedia 338 _ _ $a computer disc $2 rdacarrier
Music CD	performed music	audio	audio disc	336 _ _ $a performed music $2 rdacontent 337 _ _ $a audio $2 rdamedia 338 _ _ $a audio disc $2 rdacarrier
DVD	two-dimensional moving image	video	videodisc	336 _ _ $a two-dimensional moving image $2 rdacontent 337 _ _ $a video $2 rdamedia 338 _ _ $a videodisc $2 rdacarrier
Downloadable video	two-dimensional moving image	computer	online resource	336 _ _ $a two-dimensional moving image $2 rdacontent 337 _ _ $a computer $2 rdamedia 338 _ _ $a online resource $2 rdacarrier

With RDA, content type, media type, and carrier type are repeatable elements. A bibliographic record for a book with an accompanying audio CD canthus include two types of content, media, and carrier to reflect the two components. Figure (Example of a Resource with Multiple Content Types, Media Types, and Carrier Types) shows the content types, media types, and carrier types of such a multitype resource. In this example, the MARC encoding includes both subfield $a terms and subfield $b codes. The optional subfield $3 distinguishes which fields belong to which parts of the resource-the book or the CD. Finally, subfield $2 specifies that the terms and codes come from the RDA vocabulary for content, media, and carrier.

Example of a Resource with Multiple Content Types, Media Types, and Carrier Types

Format	Content Type (MARC field 336)	Media Type (MARC field 337)	Carrier Type (MARC field 338)
Book with an accompanying audio CD	text, performed music	unmediated, audio	volume, audio disc
	RDA in MARC		
	336 _ _ $3 book $a text $b txt $2 rdacontent 336 _ _ $3 CD $a performed music $b prm $2 rdacontent 337 _ _ $3 book $a unmediated $b n $2 rdamedia 337 _ _ $3 CD $a audio $b s $2 rdamedia 338 _ _ $3 book $a volume $b nc $2 rdacarrier 338 _ _ $3 CD $a audio disc $b sd $2 rdacarrier		

Highlight 10: RDA for Content but not Display

The chapters of RDA focus on content, providing catalogers with instructions on recording attributes and relationships—kernels of data that combine to form bibliographic descriptions. RDA does not dictate how these kernels of data are presented within a record or displayed within an online catalog (RDA0.1). For instance, your library may choose to display bibliographic data using ISBD punctuation (and many likely will), but RDA does not require this. By separating content from display, RDA recognizes that we no longer live in a catalog-card world and opens up current and future possibilities for digital display of bibliographic data.

How to Create an RDA Bibliographic Record

The previous 10 highlights outlined basic RDA concepts and compared them to AACR2. This section applies that knowledge, using a step-by-step approach to catalog a simple printed book. The process begins by answering a series of questions about what you are cataloging. Is the resource a single unit, a serial, or an integrating resource? Is its content communicated via text and perceived through sight or in some other manner? Does accessing its content require any additional device beyond the resource itself? How is its content carried or stored? Is information about the resource taken from the title page or from some other source? Second, the questions shift to ask what information you see on the resource. These elements are transcribed to match exactly what is on the resource, with the possible exceptions of capitalization and punctuation. Finally, the remaining elements are recorded after consulting the resource. These elements document data about the resource but are not directly transcribed from it. Figure (Stages of Cataloging a Simple

Book, given below) summarizes each stage for cataloging a resource and lists the applicable RDA elements for each. As each phase in the process of cataloging The Literacy Cookbook is covered through this chapter, the RDA elements are shown with MARC coding as well as without MARC coding. They are presented with ISBD punctuation, following the instructions provided in Appendix D of RDA (RDA 1.7.3).

Stages of Cataloging a Simple Book

What are you cataloging?	What do you see?	What do you record?
• Mode of issuance • Content type • Media type • Carrier type • Preferred source of information	• Title proper • Other title information • Statement of responsibility • Creators • Contributors • Publication statement • Edition statement • Title proper of series • Identifier for manifestation	• Extent • Illustrative content • Color content • Dimensions • Notes • Language of the content

Title Page and Title Page Verso of *The Literacy Cookbook*

The Literacy Cookbook

A PRACTICAL GUIDE TO EFFECTIVE READING, WRITING, SPEAKING, AND LISTENING INSTRUCTION

Sarah Tantillo

With illustrations by
Sandy Gingras

JOSSEY-BASS
A Wiley Imprint
www.josseybass.com

| Title Page | Title Page Verso |

First Step in preparing cataloging: Mode of Issuance

The first step in cataloging any type of resource is determining its mode of issuance. This process involves deciding "whether a resource is issued in one or more parts, the way it is updated, and its intended termination" (RDA Glossary). Single unit, multipart monograph, serial, and integrating resource are the four modes of issuance defined in RDA (RDA 2.13.1.3). Figure given below provides an example of each type of mode of issuance.

Examples of Mode of Issuance

Type of Resource	Mode of Issuance
Single volume book	Single unit
PDF file on the Internet	Single unit
Multivolume dictionary	Multipart monograph
Journal	Serial
Website which is updated regularly	Integrating resource

The Literacy Cookbook is an example of a single unit. It is a single volume monograph as opposed to a monograph that has multiple parts. Unlike a serial, it is not a resource that is issued in successive parts with no determined conclusion. It also is not an integrating resource. Updates will not be integrated overtime into The Literacy Cookbook (RDA 2.13.1.3). Although mode of issuance is not a core element in RDA, it is required for those using OCLC or other bibliographic utilities. As seen in Figure below (Mode of Issuance), a resource's mode of issuance is recorded in the bibliographic level element of the MARC leader (i.e., LDR/07 or BLvl). Currently in MARC, the value m is used for both single unit and multipart monographs.

Mode of Issuance

RDA	RDA in MARC
single unit	LDR/07: m

Content Type, Media Type, and Carrier Type

As discussed earlier in Highlight 9 of this unit, the elements of content type, media type, and carrier type are included in RDA bibliographic records, regardless of the form of the materials or mode of issuance. This information is recorded in two places in a MARC record, first with codes in the MARC

leader and then in MARC fields 336, 337, and 338. Figure 2.9 provides examples of content type, media type, and carrier type for common formats.

Content Type: Content type is a core element (RDA 6.9). It is recorded in the type of record element of the MARC leader (i.e., LDR/06 or type) and subfield $a of MARC field 336. Subfield $2 of field 336 specifies the controlled vocabulary from which the term derives (see in Figure – Content Type). The content of *The Literacy Cookbook* is communicated via *text*. The term comes from the RDA vocabulary for content type.

Content Type

RDA	RDA in MARC
text	LDR/06: a
	336 _ _ $a text $2 rdacontent

Media Type

Although media type is not a core element in RDA, it is commonly found in RDA MARC records and is considered core by LC and others (RDA 3.2). The media type term is recorded in MARC subfield $a of field 337. There is not a corresponding element in the MARC leader for a printed book. Subfield $2 of field 337 specifies the controlled vocabulary from which the term derives (Given in figure below- Media Type). Accessing the content of The Literacy Cookbook does not require an additional device beyond the resource itself. Its media type therefore is un mediated. The term comes from the RDA vocabulary for media type.

Media Type

RDA	RDA in MARC
unmediated	337 _ _ $a unmediated $2 rdamedia

Carrier Type

Carrier type is a core element (RDA 3.3) and the term is recorded in MARC subfield $a of field 338. There is not a corresponding element in the MARC leader for a printed book. Subfield $2 of field 338 specifies the controlled vocabulary from which the term derives (Example is given in below figure). The carrier type for the example book is volume. The term comes from the RDA vocabulary for carrier type.

Carrier Type

RDA	RDA in MARC
volume	338 _ _ $a volume $2 rdacarrier

Preferred Source of Information

The resource's mode of issuance and format determine what sources of information are used for an RDA record. Under most individual elements,
RDA gives permission to take information from any source, with the choices given in a priority order. The title proper is taken from the preferred source of information (RDA 2.1.2.2). For printed resources, such as *The Literacy Cookbook*, the first choice for the preferred source of information is the resource's title page. It is the most common preferred source of information for a printed resource. If the resource lacks a title page, information is taken from the following parts of the resource in this prescribed order: cover, caption, masthead, colophon, or another part of the resource where the title is located (RDA 2.2.2.2). If a book lacks a title page and other sources of information necessary to identify it, the information is taken from sources outside of the resource, such as a container not issued as part of the book or published description of the book. If information is taken from outside the resource, it is enclosed in square brackets and a note as to its source is given (RDA 2.2.4).

What Do We See?

Paging through *The Literacy Cookbook*, we notice the title, the author's name, and a copyright date. You already determined that the preferred source of information for this book is the title page, and the title page verso and other parts of the book provide additional details. You are now ready to add the transcribed elements to the bibliographic record, reproducing exactly what you see on the printed page. In this section of unit, the description of each transcribed RDA element includes figures with side-by-side comparisons showing the data as displayed for patrons to read and as recorded in MARC format

Title Proper

With possible exceptions such as capitalization and punctuation, information relating to the title proper is transcribed exactly as it appears on the resource in subfield $a of MARC field 245. It is an RDA core element (RDA 1.3,2.3.1.4, 2.3.2.2). Local practice will dictate whether the capitalization of

the title is transcribed as on the item or follows guidelines found in style manuals such as The Chicago Manual of Style (RDA 1.7.1, Appendix A). Access and retrieval of a title are not affected by capitalization or punctuation any more than they are affected by the typeface or size of the font. The title proper for the example book is given with the first letter in each word capitalized, The Literacy Cookbook. As with AACR2, the title can be recorded as *The literacy cookbook*, ignoring the capitalization on the resource. It can also be recorded as it appears on the resource, *The Literacy Cookbook.* The authors of this workbook have chosen to follow *The Chicago Manual of Style* for the capitalization of the title in the example record, which, in this case, is also how it appears on the resource (See Figure below).

Title Proper

RDA	RDA in MARC
The Literacy Cookbook	245 14 $a The Literacy Cookbook

Other Title Information

This element is not RDA core but is core for the Library of Congress and the Program for Cooperative Cataloging (RDA 2.3.4). Locally, a library could decide not to display the other title information. Other title information (such as a subtitle) that appears on the same source as the title proper is transcribed following the same basic instruction. Information relating to the other title information on the material in hand is transcribed exactly as it appears on the resource. It is given in subfield $b of MARC field 245. The other title information appearing on the example book is in all capital letters. Following *The Chicago Manual of Style* for capitalization in the sample record, the first and last words and all other major words of the other title information are capitalized (See Figure below).

Other Title Information

RDA	RDA in MARC
A Practical Guide to Effective Reading, Writing, Speaking, and Listening Instruction	245 14 $a The Literacy Cookbook : $b A Practical Guide to Effective Reading, Writing, Speaking, and Listening Instruction

Statement of Responsibility Relating to Title Proper

The statement of responsibility relating to title proper is core and is transcribed from the same source as the title proper. It is given in subfield $c of MARC field 245. Everything found on the preferred source of information,

even titles and degrees of persons, may be included. As discussed in Highlight 8 of this unit, RDA allows for the abridgement of the statement of responsibility (RDA 2.4.1.4). However, the LC-PCC policy statement gives the instruction to include all of those named on the preferred source of information in the statement of responsibility, regardless of their function (LC-PCC PS 2.4.1.4). For the example book, two statements of responsibility are listed on the title page—the author, Sarah Tantillo, and the illustrator, Sandy Gingras. Onlythe first one is required. The second statement of responsibility is optional (See Figure given below).

Statement of Responsibility

RDA	RDA in MARC	
Sarah Tantillo ; with illustrations by Sandy Gingras	245 14	$a The Literacy Cookbook : $b A Practical Guide to Effective Reading, Writing, Speaking, and Listening Instruction / $c Sarah Tantillo; with illustrations by Sandy Gingras.

Creators

The relationship of the creator(s) to the work is recorded in an authorized access point. In RDA, a creator is defined as "a person, family, or corporate body responsible for the creation of a work" (RDA 19.2). As discussed earlier under Highlight 8, the cataloger has more leeway with RDA about the creation of access points. RDA requires only that the first named creator be recorded, but allows the cataloger to record multiple authors, even when there are more than three (RDA 2.4.1.5). It also allows, in such a situation, for the first named author to be the primary access point rather than using the title, as was the rule inAACR2. Although the statement of responsibility relating to the title proper may record all of those listed on the preferred source of information, in RDA, the cataloger is required to create access points only for those with differing primary responsibility. Sarah Tantillo is considered to be the creator of our example book, *The Literacy Cookbook* (See Figure given below). The LC Name Authority File can assist with determining the authorized form of her name, which includes a birth date, for the authorized access point in MARC field 100. More information on the creation of authorized access points.

Creator

RDA	RDA in MARC
Tantillo, Sarah, 1965-	100 1 _ $a Tantillo, Sarah, $d 1965-

Relationship Designators

Relationship designators are optional and were previously discussed in Highlight 8. For the example record, the relationship designator author is chosen from Appendix I (See Figure at below). This information is recorded in subfield $e of MARC field 100 for personal names or field 110 for corporate authors.

Relationship Designator

RDA	RDA in MARC
author	100 1 _ $a Tantillo, Sarah, $d 1965-, $e author.

Contributors

While creators have a relationship to the work, contributors have a relationship to a particular expression. Therefore, as was seen in Chapter 1, an illustrator whose illustrations may be in one expression of a work, but not in another, is a contributor related to that expression. The same situation can be seen with a translator or an editor. Their roles relate to a particular expression, not the work itself. Relationship designators for contributors come from RDA Appendix I. The information is recorded in subfield $e of MARC field 700 for personal names or field 710 for corporate names.

For *The Literacy Cookbook*, Sandy Gingras was recorded as a contributor (an illustrator) in the statement of responsibility. The cataloger must decide if the role of the contributor merits the creation of an access point. Under LC practice, the first named illustrator must have an access point if the material is intended for children (LC-PCC PS 20.2.1.3). Another consideration is how extensive the illustrations are in the resource or if the contributor is of importance to the cataloger's community. For the example book, the illustrations are not prominent. An access point for the contributor is not needed.

Publication Statement

Place of publication, name of publisher, and date of publication are the three elements of the publication statement and are all RDA core. The information for elements is transcribed and is taken from the preferred source of information as well as other sources, such as the title page verso.

The first element of the statement is the place of publication. It is transcribed as given on the resource in subfield $a of MARC field 264. The city, as well as the name of the larger jurisdiction (e.g., state, province, country), is

included if it is found on the resource. For the example book, *The Literacy Cookbook*, San Francisco, CA, is listed on the verso of the title page. LC-PCC practice is to "supply a probable place of publication, if possible" (LC-PCC PS 2.8.2.6). If a place of publication cannot be found anywhere and no other options are available, a cataloger can record the phrase *Place of publication not identified in square brackets* (RDA 2.8.2). However, if a probable place of publication can be gathered from a source outside of the resource itself, or if a place of distribution or manufacture is available, that place may be recorded in 264 _1 subfield $a and enclosed in square brackets. To support the user tasks, offering a probable place is better than recording *Place of publication not identified*.

The second element of a publication statement is the name of the publisher, which is transcribed in subfield $b of MARC field 264 in the form in which it appears on the source of information. In *The Literacy Cookbook*, the name of the publisher appears on the same source as the title proper. The publisher is listed as an imprint of a larger publishing house. When the name of the publisher is not found on a resource and a probable name cannot be identified from other sources, the phrase *publisher not identified* is supplied in square brackets (RDA2.8.4). Then the distributor's name or perhaps manufacturer's name (core-if elements) are transcribed in subfield $b of MARC field 264 _2 (distributor) or264 _3 (manufacturer).

The final element of the statement is date of publication. It is given in subfield $c of MARC field 264. The example book lacks a publication date and contains only the copyright date of 2013. According to LC-PCC policy statement2.8.6.6, a date of publication that matches the copyright date can be supplied in 264 _1 subfield $c, in square brackets, if it seems reasonable to assume that the copyright date and publication date are the same (See Figure at given below). If the publication date and copyright differ, then a second MARC field 264 (second indicator 4, subfield $c) with only the copyright date can be used. The copyright symbol, ©, is added before the date. If no publication or copyright date is found, then a date of distribution or manufacture may be used in the publication statement (MARC field 264 _1 subfield $c), again enclosed in square brackets. To support user tasks, the inclusion of a date is strongly encouraged (RDA 2.8.6).

Publication Statement

RDA		RDA in MARC
Place of Publication:	San Francisco, CA	264 _1 $a San Francisco, CA : $b Jossey-Bass, A Wiley Imprint, $c [2013]
Publisher's Name:	Jossey-Bass, A Wiley Imprint	
Date of Publication:	[2013]	

Edition Statement

As noted under Highlight 5 in this chapter, the edition statement is transcribed exactly as it appears on the resource (RDA 2.5, Appendix D.1.2.3). It is given in MARC field 250. Numbers are spelled out if that is how they appear on the source. Edition is abbreviated to ed. only when it is abbreviated on the resource. *The Literacy Cookbook's* edition statement is found on its title page verso. It appears on the source as First Edition, not as 1st ed (See Figure below).

Designation of Edition

RDA	RDA in MARC
First Edition	250 _ _ $a First Edition.

Title Proper of Series

The title proper of a series statement is a transcribed, core RDA element. The numbering of a series or subseries is also core if found on the resource (RDA 2.12). International Standard Serial Numbers (ISSNs) associated with series and subseries are core for LC and PCC (RDA 2.12.8). Other elements such as the statement of responsibility relating to the series are optional. Recording series information is similar in RDA and AACR2.

A series statement, Jossey-Bass teacher, can be seen on the cover of *The Literacy Cookbook* (can be seen at image reproduced at below), but it lacks series numbering.

Cover of *The Literacy Cookbook*

This information comes from outside of the preferred source of information. The series statement is transcribed in MARC field 490 as shown on the cover, while the authorized access point for the series is recorded in MARC field 830. In this case, the authorized access point is identical to how the series appears on the resource (example can be seen in below figure).

Title Proper of Series

RDA	RDA in MARC
Jossey-Bass teacher	490 1_ $a Jossey-Bass teacher 830 _0 $a Jossey-Bass teacher.

Identifier for the Manifestation

This element provides data that identifies the manifestation uniquely.

International Standard Book Numbers(ISBNs) are used to identify books (RDA 2.15). ISBNs are recorded without hyphens in MARC field 020. A single book can have multiple ISBNs. It can have 13-digitISBNs as well as 10-digitISBNs. It can have ISBNs for different manifestations of a book, in which case qualifiers are used to distinguish the manifestations. The title page verso of *The Literacy Cookbook* lists four ISBNs. Only the paperback ISBN is part of the printed book's catalog record. The three eBook ISBNs are not part of the record (as seen in figure below).

Identifier for the Manifestation

RDA	RDA in MARC
9781118288160 (pbk.)	020 _ _ $a 9781118288160 (pbk.)

What Do We Record?

Having considered the information that is transcribed, the cataloger now moves to the information from the resource that is recorded. This information includes some of the elements from the description of the carrier and content in an RDA record.

Extent

Extent is defined as "the number of units and/or subunits making up a resource" (RDA Glossary). This information is recorded rather than transcribed. It is given in subfield $a of MARC field 300. Pages, volumes, leaves, and plates are terms typically used for printed books. Abbreviations are not used for extent. When a book has unnumbered pages and the number of pages can be easily verified, the number of pages is followed by unnumbered. The number of pages is preceded by approximately when the number of pages cannot be easily verified (RDA3.4.5.3). If the resource has more than one sequence of paging, the sequences are listed in the order that they appear in the book. The Literacy Cookbook has two sequences of paging, xvi preliminary pages and 238 pages of content (as seen in figure below).

Extent

RDA	RDA in MARC
xvi, 238 pages	300 _ _ $a xvi, 238 pages

Illustrative Content

This element is not core for RDA and is core for LC only when the resource is intended for children (RDA 7.15.1, LC-PCC PS for 7.15). Information about illustrations is recorded in subfield $b of MARC field 300 and does not include any abbreviations. RDA provides the option of listing types of illustrations (e.g., charts, maps). LC's policy is to use only the terms illustration or illustrations (RDA 7.15.1.3). Color illustrations are recorded as color illustrations, chiefly color illustrations, or illustrations (some color), depending on the number of illustrations that are in color (RDA 7.17.1.3).

The Literacy Cookbook is not intended for children, and its illustrations are of minor importance. Thus, no information about the illustrative content is recorded.

Dimensions
Dimensions for a printed book are recorded in centimeters, with measurements rounded up to the next whole number. For example, if the height of a book is 27.2 centimeters, it is recorded as 28 cm in MARC field 300, subfield $c. Note that cm is considered a metric symbol rather than an abbreviation and thus is not followed by a period (RDA 3.5.1.3). However, if a record uses ISBD punctuation and includes a series statement in MARC field 490, then field 300 does conclude with a period. The Literacy Cookbook is 23.4 centimeters high, so the dimensions are recorded as 24 cm. (as mentioned in figure below).

Dimensions

RDA	RDA in MARC
24 cm	300 _ _ $a xvi, 238 pages ; $c 24 cm.

Note Information: Dissertation or Thesis Information, Summary, Supplementary Content
Additional information about the resource is recorded in notes. If the source of the title is the cover of the book and not the title page, a note is included to indicate the source (e.g. Cover title). Notes about supplementary content, such as the presence of indexes and bibliographical references, are recorded in MARC fields 500 and 504, as appropriate. Dissertation or thesis information is included in MARC field 502 (RDA 7.9). Summary notes are recorded in MARC field 520 (RDA 7.10).

The Literacy Cookbook includes the statement Grades K-12 on the cover and the spine. It also has a bibliography and an index (as seen in figure below).

Note and Supplementary Content

RDA		RDA in MARC
Note:	"Grades K-12"—Cover.	500 _ _ $a "Grades K-12"—Cover.
Supplementary content:	Includes bibliographical references (pages 219-228) and index.	504 _ _ $a Includes bibliographical references (pages 219-228) and index.

Language of the Content

Although language of the content is not core in RDA, it is required for those using OCLC or other bibliographic utilities and is a core element for LC. It is recorded in fixed field element *language* (i.e., 008/35-37) using the three-letter codes found in the *MARC Code List for Languages*. If it is considered important, a note about the language of the content is recorded in MARC field 546 (RDA7.12). *The Literacy Cookbook* is written in English (See as given in figure below).

Language of the Content	
RDA	**RDA in MARC**
English	008/35-37: eng

Subject Headings, Classification, and RDA

As of the writing of this book, most chapters in Sections 4, 7, and 10 of RDA have not yet been published. These sections will cover the FRBR Group 3entities – the concepts, objects, events, and places that comprise subjects. When preparing RDA bibliographic records, catalogers can incorporate subject headings from thesauri such as Library of Congress Subject Headings (LCSH)and Sears Headings, just as they did withAACR2 bibliographic records. With RDA, catalogers can also continue applying classification schemes such as the Library of Congress Classification(LCC) and Dewey Decimal Classification(DCC).

Pulling It All Together

What are you cataloging? What do you see? What do you record? The previous sections answered these questions for *The Literacy Cookbook*. Figure given below (RDA Record for T*he Literacy Cookbook*) brings all of the elements together into a full RDA record. RDA elements are organized according to FRBR concepts and not according to MARC field order. When encoding RDA data in a MARC format, the order of elements is thus different from that found in the RDA instructions. Figure shows an RDA record following the order of the MARC record. Also shown are the common MARC field labels, the corresponding RDA elements, and the relevant RDA instruction numbers.

RDA Record for *The Literacy Cookbook*

RDA Element	Data
Title Proper	The Literacy Cookbook
Other Title Information	A Practical Guide to Effective Reading, Writing, Speaking, and Listening Instruction
Statement of Responsibility	Sarah Tantillo ; with illustrations by Sandy Gingras
Designation of Edition	First Edition
Place of Publication	San Francisco, CA
Publisher's Name	Jossey-Bass, A Wiley Imprint
Publication Date	[2013]
Title Proper of Series	Jossey-Bass teacher
Identifier for the Manifestation	9781118288160 (pbk.)
Mode of Issuance	single unit
Media Type	unmediated
Carrier Type	volume
Extent	xvi, 238 pages
Dimensions	24 cm
Content Type	text
Language of Content	English
Note	"Grades K-12"—Cover
Supplementary Content	Includes bibliographical references (p. 219-228) and index
Creator	Tantillo, Sarah, 1965-
Relationship Designator	author

Moreover, the same results in given below Figure displays the bibliographic record for *The Literacy Cookbook* in a MARC format. Note the code *i* in the *MARC leader descriptive cataloging form*, and the acronym rda in MARC field 040, subfield $e. Both identify this as an RDA record.

RDA MARC Record for *The Literacy Cookbook*

LDR/06 (Type)	a	Elvl	Srce	Audn	Ctrl	Lang	eng
LDR/07 (BLvl)	m	Form	Conf	0	Biog	Mrec	Ctry	cau
		Cont	b	GPub	LitF	0	Indx	1
LDR/18 (Desc)	i	Ills	Fest	0	DtSt	s	Dates	2013,

040 _ _	$a ### $b eng $e rda $c ###
020 _ _	$a 9781118288160 (pbk.)
100 1 _	$a Tantillo, Sarah, 1965-, $e author.
245 1 4	$a The Literacy Cookbook : $b A Practical Guide to Effective Reading, Writing, Speaking, and Listening Instruction / $c Sarah Tantillo ; with illustrations by Sandy Gingras.
250 _ _	$a First Edition.
264 _ 1	$a San Francisco, CA : $b Jossey-Bass, A Wiley Imprint, $c [2013]
300 _ _	$a xvi, 238 pages ; $c 24 cm.
336 _ _	$a text $2 rdacontent
337 _ _	$a unmediated $2 rdamedia
338 _ _	$a volume $2 rdacarrier
490 1 _	$a Jossey-Bass teacher
504 _ _	$a Includes bibliographical references (pages 219-228) and index.
500 _ _	$a "Grades K-12"—Cover.
830 _ 0	$a Jossey-Bass teacher.

RDA is developed to catalog all types of materials, not just printed books. RDA instructions can be applied to sound recordings, moving images, cartographic materials, online resources, both printed and recorded music, and many other material types. Although it is beyond the scope of this study guide to cover all formats in detail, selected MARC records in a variety of formats are included. For those seeking further information, some cataloging organizations have developed guidelines or best practices that will guide the cataloger through the RDA Toolkit to cataloging various resources.

Self-assessment Questions
1. Discuss in brief the ten major highlights of RDA.
2. Explain with examples the Content Type, Media Type, and Carrier Type.
3. How to create an RDA Bibliographic Record? Illustrate with examples.
4. How publication statement is prepared in RDA as compare to MARC? Explain.

Activity:
Prepare a RDA MARC Record for any book with the help of your tutor.

UNIT NO. 8
CREATING ACCESS POINTS AND UNDERSTANDING AUTHORITY RECORDS

The previous unit discussed the theory behind Resource Description and Access (RDA). Whereas in units-6 we discussed the basic conceptual framework of the Functional Requirements for Bibliographic Records (FRBR), including entities, attributes, and relationships. The second chapter studied the basic workflow of cataloging a simple book in RDA. It explored in more detail how to describe the products of intellectual and artistic activities or, in other words, the Group 1 entities of FRBR: works, expressions, manifestations, and items and their attributes. This chapter discusses RDA's guidelines for identifying (i.e., naming) persons, families, corporate bodies, works, and expressions. It will look at the authorized access points of Group 2 entities that are responsible for the intellectual or artistic creation of content, distribution, or ownership of Group 1 entities. It will also consider the authorized access points and preferred titles of works and expressions. The RDA book has various chapters: chapters 5–6 provide guidelines on identifying and constructing work and expression authorized access points. RDA chapters 8–11 contain instructions for identifying and constructing person, corporate body, and family access points. These RDA chapters use several key terms. The definitions for these terms are found in the glossary of RDA. Here in this unit of study guide we will discuss the Part-1 of RDA book: Identifying and Constructing Access Points in a little detail.

Part 1: Identifying and Constructing Access Points
Persons
RDA Book Chapter 9 provides instructions for identifying and constructing names of persons. RDA defines a person as "an individual or an identity established by an individual (either alone or in collaboration with one or more other individuals)" (RDA Glossary). Fictitious entities are included as creators and contributors in RDA (RDA 9.0). In previous cataloging codes, fictitious entities were treated as subjects but never as creators and contributors. The fictional comic book mouse Geronimo Stilton can potentially be a creator and a contributor! **The example in Figure mentioned below lists the core elements used for personal names.**

Core Elements for Persons

Core Elements for Persons
Preferred name for person
Date of birth
Date of death
Title of the person
Profession or occupation

Preferred Names for Persons

The preferred name for a person is the most commonly known form. The chosen name can be a person's real name, a nickname, a pseudonym, or some other variation (RDA 9.2.2.3). If a person's name has variant forms, the form found on the first resource received is used as the preferred name. **As Figure given below provide examples of preferred and variant names of persons.**

Examples of Preferred and Variant Names

Preferred Name	Variant Name(s)
Sendak, Maurice	—
Carter, Jimmy	Carter, James Earl, Jr.
Eminem	Mathers, Marshall Shady, Slim
Pickford, Mary	Rogers, Mary Pickford Smith, Gladys Mary

If the preferred name includes a surname, words indicating a relationship (e.g., Jr., III) are considered to be part of the commonly known form of a person's name. An example is Martin Luther King, Jr. Terms of address are part of the preferred name when a name consists only of a surname (e.g., Seuss, Dr.) and when a person is identified only by their partner's name (e.g., Barnes, Roy G., Mrs.). A term of address can be included when a name consists only of a first name (e.g., Martha, Cousin; Clara, Miss) (RDA 9.2.2). If a person writes under more than one name, a preferred name is established for each identity. If an individual writes only under a pseudonym and not under his or her original name, a preferred name is established only for their pseudonym (RDA 9.2.2.8). For example, advice columnist Pauline Phillips wrote only under her pseudonym, Abigail Van Buren. **Figure mentioned below provides example of persons who have written under more than one identity.**

72

Examples of Persons Who Write under More than One Identity

Real Name(s)	Pseudonym
Steven King	Richard Bachman
Daniel Handler	Lemony Snicket
Mary O'Shaughnessy, Pamela O'Shaughnessy	Peri O'Shaughnessy

Additions to Preferred Names of Persons

Five possible additions to the preferred name of a person are used to assist in distinguishing persons with the same name. They are added in a prescribed order, **as shown in Figure below**.

Possible Additions to Preferred Name of Persons

Additions	RDA Instruction Number
Title or other designation associated with the person	9.19.1.2
Date of birth and/or death	9.19.1.3
Fuller form of name	9.19.1.4
Period of activity of person	9.19.1.5
Profession or occupation	9.19.1.6

Titles

When applicable, titles of royalty and nobility as well as religious titles are added to the preferred names of persons (RDA 9.19.1.2). As **Figure given under shows** example of persons' names with titles of royalty and nobility and religious titles.

Examples of Persons' Names with Titles of Royalty and Nobility and Religious Titles

Persons' Names with Titles of Royalty and Nobility and Religious Titles
Charles, Prince of Wales, 1948–
Noor, Queen, Consort of Hussein, King of Jordan, 1951–
John Paul II, Pope, 1920–2005

Other Designations Associated with the Person

For Christian saints, Saint is part of the preferred name. The word Spirit is part of the names of spirits (RDA 9.19.1.2). **Figure mentioned at the end gives examples of Christian saint names and the names of spirits. Essentially, in this context, spirits are ghosts of people.**

Examples of Christian Saint Names and the Names of Spirits

Christian Saint Names
Cope, Marianne, Saint, 1838–1918
Tekakwitha, Kateri, Saint, 1656–1680
Names of Spirits
Doyle, Arthur Conan, 1859–1930 (Spirit)
Twain, Mark, 1835–1910 (Spirit)

Dates

Birth and death dates distinguish one person from another. *The Library of Congress–Program for Cooperative Cataloging Policy Statement* (LC-PCC PS) for RDA9.19.1.3 is to apply the option to add dates even if they are not needed to distinguish names. If more than one person has the same name and is born in the same year, the month and the day of birth are included as part of the access point. Complete dates are listed as year-month-date. Months are not abbreviated. Most abbreviations are no longer used with access points. When actual dates are uncertain, *approximate* is used before the date instead of the Latin abbreviation ca. (i.e., circa), which was used under AACR2. Hyphens are used instead of *b.* or *d.* for birth and death dates (RDA9.19.1.3). **Figure below provides examples of persons' names which include dates.**

Examples of Persons' Names which Include Dates

Persons' Names That Include Dates
Thorp, Frank, Jr. 1900–1955
Johnson, Mark, 1957 August 5–
Johnson, Mark, 1957 June 17–
Johnson, Mark, 1957 November 2–
Foster, John Alexander Hastings, –1876
Barnard, Samuel, approximately 1788–1838
Messalla Corvinus, Marcus Valerius, 64 B.C.–approximately 8 A.D.

Core-if Elements for Persons

The fuller form of name, the period of activity, and the profession or occupation of a person are added to the preferred name only if they are needed to distinguish a person from another person with the same name. They are referred to as *core-if* elements. If neither the birth date nor the death date are known, the period of years in which the person was active in his or her profession or other endeavors may be added to the preferred name. If a fuller form of the name and dates of a person are unknown or if the name does not convey the idea of a person, the person's occupation or profession can be added to the name. Unlike AACR2, a person's occupation or

profession is always enclosed in parentheses (RDA 9.19.1.4-9.19.1.6). **Figure below** gives examples of persons' names with core-if elements.

Examples of Persons' Names with Core-if Elements

Persons' Names with Fuller Form of Name
Smith, Chris (Christopher Anthony) Smith, Chris (Christopher Corey)
Walsh, P.J. (Pat J.) Walsh, P.J. (Peter J.)

Persons' Names with Dates Active in Profession
Aiken, James, active 1878
Beard, Nancy, active 19th century
Bernstein, Melvin, active 1945–1946

Persons' Names with Profession
Crank! (Letterer)
Lacey, Helen (Writer of love stories)
Martin, Jay (Soccer coach)
Freedman, Alan (Museum director)
Miller, Chris (Postcard collector)

Families

RDA Chapter 10 provides instructions for identifying and constructing names of families. RDA defines a family as "two or more persons related by birth, marriage, adoption, civil union, or similar legal status, or who otherwise present themselves as a family" (RDA Glossary). Under RDA, family names can be creators and contributors as well as subjects. Families could only be subjects under AACR2.Considering families as creators and contributors is especially helpful to archives and museums. **Figure below lists the core elements used for family names.**

Core Elements for Families

Core Elements for Families
Preferred name for family
Type of family
Date of associated with the family

The preferred name is taken from the resource being cataloged. It can also be taken from other formal statements in resources associated with the family and reference sources (RDA 10.2.2). Any source can be used to determine the type of family and dates associated with a family. As of the writing of this

text, there is not a controlled vocabulary for the type of family element. *Family, Royal house*, and *Dynasty* are examples of terms used with this element (RDA10.3; 10.10.1.2). The dates represent significant dates associated with a family, not the entire history of a family (RDA10.4; 10.10.1.3). A place associated with the family and a prominent family member are possible *core-if* elements that can be added to the preferred name if needed to distinguish one family from another with the same name. The place and the family member's name are both given in the same form as they would be if they were authorized access points (RDA 10.5-10-6; 10.10.1.4-10.10.1.5). **Look at Figure below which provides examples of family names with core and core-if elements.**

Examples of Family Names

Family Names
Baroni (Family : Natchez, Miss.)
Agrant (Family : 1894–1976 : S.D.)
Carmen (Family : Carman, Thomas, 1815–1899)
Romanov (Dynasty : 1613–1917)
Chichibu no Miya (Royal House)

Corporate Bodies

RDA Book Chapter 11 provides instructions for identifying and constructing names of corporate bodies. RDA defines corporate bodies as "an organization or group of persons and/or organizations that is identified by a particular name and that acts, or may act, as a unit" (RDA Glossary). Corporate bodies include associations, corporations, government agencies, projects and programs, names of churches, religious and musical groups, and conferences. Vessels (e.g., ships and spacecraft) and ad hoc events (e.g., athletic contests, exhibitions, festivals) are also considered to be corporate bodies (RDA 11.0).

As with names of persons, the preferred name for a corporate body is the most commonly known form. If a corporate body's name has variant forms, the form found on the first resource received is used as the preferred name. The spelled out form of Department is used instead of the abbreviation *Dept*. (RDA 11.2.2).

Place, institution, and date are core-if elements for corporate bodies. A place associated with the corporate body is usually the location of its headquarters. The place is given in the same form as its authorized access point. The

institution associated with the corporate body will sometimes better identify it than a place. The institution may be better known or more meaningful than a place. Itis given in its preferred form, but not necessarily in its authorized access form (RDA 11.3). The beginning and the ending dates of a corporate body can also be used to break a conflict between two corporate bodies. Dates are often used to distinguish earlier and later names of the same corporate body (RDA 11.4). A word or a phrase qualifier can be used to distinguish the names of corporate bodies. When the name of a corporate body does not convey the idea of a corporate body, a word or a phrase qualifier can also be used (RDA 11.7.1.4). **Figure below shows examples of corporate bodies' names with core-if elements.**

Examples of Corporate Bodies' Names with Core-if Elements

Corporate Body Names	
With **place** qualifiers	Yellow Ribbon Movement (Philippines) First Baptist Church (Oxford, Ohio)
With **institution** qualifiers	Program for Exceptionally Gifted Children (Mary Baldwin College)
With **date** qualifiers	Paramount Pictures Corporation (1914–1927)
With **phrase** qualifiers	PrairieWorks (Firm) Debs (Musical group) New Orleans (Cruiser) USDA Food Safety Discovery Zone (Mobile classroom)

Conferences, etc.

As noted earlier in this unit, conferences are a type of corporate body. When applicable, under RDA, frequency is part of the preferred name of a conference. UnderAACR2, frequency was not included as part of conference access points (RDA 11.2.2). When cataloging monographs, the place where the conference was held is a core element of a conference name (RDA 11.3). In some instances, the institution associated with a conference is used because it better identifies the conference (RDA 11.5). The date a conference was held is also a core element (RDA 11.4.2). The number of a conference is a core element when applicable. Numbers are recorded as ordinal numbers (i.e., 1st, 2nd) (RDA 11.6). A word or phrase qualifier is used when the conference name does not convey the idea of a conference (RDA11.17.1.4). **Figure mentioned below provides examples of conference access points.**

Examples of Conference Names

Conference Names
JAMI Conference (2011 : Baltimore, Md.)
Annual Conference on Book Trade History (31st : 2009 : Bloomsbury, London, England)
Asian Congress of Fluid Mechanics (13th : 2010 : Islamic University of Technology)
Is U.S. Government Debt Different? (Conference) (2012 : Wharton School)

Works

RDA Book Chapter 6 provides instructions for identifying and constructing names of works. As noted in unit 6 of this study guide, RDA and FRBR define work as "a distinct intellectual or artistic creation" (RDA Glossary). The first part of the authorized access point of a work is the authorized form of the creator's name, if applicable. The second part of the access point is the preferred title. Preferred title is "the title or form of title chosen as the basis for the authorized access point representing a work" (RDA Glossary).

If needed, form of work (i.e., genre), date, place of origin, or other distinguishing characteristics of the work can be added to differentiate one work from another work. One or more of these qualifiers can be added to the access point. If there is no conflict, none of these attributes need to be added. This process of establishing the authorized access point for a work was referred to in AACR2 as determining the main entry. **For both RDA and AACR2, as shown by the example in Figure below**, the authorized access point for a work created by one person, family, or corporate body includes the creator and the preferred title.

Example of Authorized Access Point and Preferred Title

Authorized Access Point	Preferred Title
Twain, Mark, 1835–1910	The Adventures of Tom Sawyer

Unlike AACR2, RDA has no rule of three for creators when constructing an authorized access point for a work. A work with four or more authors is set up as an author/title authorized access point. The author who has principal responsibility for the work and/or is named first is listed as the creator. It does not become a title authorized access point. Under AACR2, the main entry for the **Figure given below example** is *A Think-Aloud and Talk-Aloud Approach to Building Language*. Under RDA, Reuven Feuerstein is part of the authorized access point.

Authorized Access Points for a Work with Four or More Creators

AACR2	
245 02	$a A think-aloud and talk-aloud approach to building language : $b overcoming disability, delay, and deficiency / $c Reuven Feuerstein … [et al.] ; foreword by Yvette Jackson.

RDA	
100 1_	$a Feuerstein, Reuven.
245 12	$a A think-aloud and talk-aloud approach to building language : overcoming disability, delay, and deficiency / $c Reuven Feuerstein, Louis H. Falik, Refael S. Feuerstein, & Krisztina Bohács ; foreword by Yvette Jackson.

Source of Preferred Title

For works created after 1500, the preferred title is established by consulting the first edition of the work and reference sources. Under RDA, unlike AACR2, unrevised and revised editions are treated in the same manner. The title of the first edition is listed in MARC field 240 and is considered to be the preferred title, **as shown in Figure below** (RDA 6.2.2.2). This type of title was called a uniform title under AACR2. Authority records are created for unrevised and revised editions under RDA.

Preferred Title for a Revised Edition under RDA

100 1_	$a Wittenberg, Eric J., $d 1961–
240 10	$a Protecting the flank
245 10	$a Protecting the flank at Gettysburg : $b the battles for Brinkerhoff's Ridge and East Cavalry Field, July 2–3, 1863 / $c Eric J. Wittenberg.
250 _ _	$a First Savas Beatie edition, completely revised and expanded.
264 _1	$a El Dorado Hills, California : $b Savas Beatie LLC, $c 2013.
500 _ _	$a Original title: Protecting the flank.

Compilations of Works

The collective title Works is used as the preferred title for the complete compilation of works by a single creator who writes in more than one form. For creators who write in only one particular form, suggested terms *correspondence, essays, novels, plays, prose works, short stories,* and *speeches* are used to create the preferred title. If none of these terms apply, more appropriate terms can be used (e.g., *Fairytales*). For compilations, which consist of two or more works by a single author, but are not all of their publications, *Works. Selections* is added to the preferred title. Under AACR2, the word *Selections* was used alone for selected publications of writers who wrote in more than one format (RDA 6.2.2.10.3). **Figure mentioned below** gives examples of collective titles used as preferred titles.

RDA Examples of Collective Titles Used as Preferred Titles

RDA Examples of Collective Titles Used as Preferred Titles	
100 1_	$a Twain, Mark, $d 1835-1910.
240 10	$a Works
245 14	$a The complete works of Mark Twain
100 1_	$a Twain, Mark, $d 1835-1910.
240 10	$a Works. $k Selections
245 14	$a The wit and wisdom of Mark Twain
100 1_	$a Twain, Mark $d 1835-1910.
240 10	$a Essays
245 14	$a The complete essays of Mark Twain
100 1_	$a Twain, Mark $d 1835-1910.
240 10	$a Novels. $k Selections
245 14	$a The gilded age and later novels

According to RDA instructions, in addition to a collective title, access points are given for the individual works of a compilation. Giving an access point for the first work of a compilation is a requirement. Providing access points for the other titles of a compilation is optional. The bibliographic record may also have a contents note listing the individual works (RDA 6.2.2.10.3). Under AACR2, for compilations of only two works by one creator, the title of the first work was given in MARC field 240 as a uniform title. **For the Figure given below** example, *Novels. Selections* is the preferred title under RDA. *The Adventures of Tom Sawyer* was called the uniform title under AACR2.

Collective Titles for Two Works by One Creator

AACR2	
100 1_	$a Twain, Mark, $d 1835-1910.
240 10	$a Adventures of Tom Sawyer
245 10	$a The adventures of Tom Sawyer ; The adventures of Huckleberry Finn / $c Mark Twain.
700 12	$a Twain, Mark $d 1835-1910. $t Adventures of Huckleberry Finn.

RDA	
100 1_	$a Twain, Mark, $d 1835-1910.
240 10	$a Novels. $k Selections.
245 10	$a The adventures of Tom Sawyer ; The adventures of Huckleberry Finn / $c Mark Twain.
700 12	$a Twain, Mark $d 1835-1910. $t Adventures of Tom Sawyer
700 12	$a Twain, Mark $d 1835-1910. $t Adventures of Huckleberry Finn.*
	*optional field

Motion Pictures and Television and Radio Programs

The preferred titles of motion pictures and television and radio programs include forms of the works. These terms are added in parentheses to the preferred title. They are added to help convey the idea of a motion picture, television program, and radio program. They can also distinguish like titles (RDA6.3). **Figure mentioned below** gives examples of preferred titles for motion pictures and television and radio programs.

Examples of Preferred Titles for Motion Picture and Television and Radio Programs

Preferred Titles for Motion Picture and Television and Radio Programs
Planet of the apes (Motion picture : 1968)
Planet of the apes (Motion picture : 2001)
Planet of the apes (Television program)
This American Life (Radio program)

There are two differences between RDA and AACR2 for the preferred titles of parts of the Bible. RDA uses the spelled out forms of Old Testament and New Testament instead of O.T. and N.T. The name of the testament is omitted from the preferred titles of individual books or groups of books (RDA 6.23.2.9).**Figure given under** provides examples of preferred titles for parts of the Bible.

Preferred Titles for Parts of the Bible

AACR2	RDA
Bible. O.T.	Bible. Old Testament
Bible. N.T.	Bible. New Testament
Bible. O.T. Ezra	Bible. Ezra
Bible. N.T. Gospels	Bible. Gospels

Expressions

RDA Chapter 6 provides instructions for identifying and constructing names of expressions. RDA and FRBR define an expression as "the intellectual or artistic realization of a work in the form of alpha-numeric, musical or choreographic notation, sound, image, object, movement, etc., or any combination of such forms" (RDA Glossary). An expression's authorized access point for a resource starts with its work's authorized access. Content type, date, language, or other distinguishing characteristics are added to make the expression's authorized access point unique.

As discussed in unit6 of this study guide, Mark Twain's *The Adventures of Tom Sawyer* has numerous expressions. A Spanish translation is one example of an expression. **As shown in Figure below**, its authorized access point is *Twain, Mark, 1835-1910.Adventures of Tom Sawyer*. The authorized access point for a Spanish translation of the resource is Twain, Mark, 1835-1910.*Adventures of Tom Sawyer. Spanish.*

Authorized Access Point for Spanish Translation

100 1_	$a Twain, Mark, $d 1835-1910.
240 10	$a Adventures of Tom Sawyer. $l Spanish
245 14	$a Las adventuras de Tom Sawyer / $c Mark Twain.

If the original English language expression and the Spanish translation are published as a compilation, an analytical authorized access point is given for each expression. Under AACR2, the different expressions were given together in subfield $l of uniform title MARC field 240, **as shown in Figure below** (RDA 6.11).

Compilation of the English and Spanish Language Expressions of the Same Work

AACR2	
100 1_	$a Twain, Mark, $d 1835-1910.
240 10	$a Adventures of Tom Sawyer. $l Spanish & English
245 14	$a The adventures of Tom Sawyer = $b Las adventuras de Tom Sawyer / $c Mark Twain.
246 31	$a Adventuras de Tom Sawyer
546 _ _	$a English and Spanish.
RDA	
100 1_	$a Twain, Mark, $d 1835-1910.
245 14	$a The adventures of Tom Sawyer = $b Las adventuras de Tom Sawyer / $c Mark Twain.
246 31	$a Adventuras de Tom Sawyer
546 _ _	$a English and Spanish.
700 12	$a Twain, Mark, $d 1835-1910. $t Adventures of Tom Sawyer
700 12	$a Twain, Mark, $d 1835-1910. $t Adventures of Tom Sawyer $l Spanish

Part 2: Authority Records

Authority records include information about authorized forms of names, subjects, and titles and are used when establishing authorized access points. Although not all catalogers create authority records for the Name Authority Cooperative Program (NACO), or even locally, understanding the information in an authority record is an important aspect of cataloging. The Library of Congress's authority files are available at http://authorities.loc.gov/. The records are available in MARC form and in non-MARC label form. These authority records can be downloaded to local catalogs free of charge. OCLC also provides access to the Library of Congress's authority files for a fee. This workbook's accompanying CD includes a Quick Guide for Authority Records, which shows tables with the MARC terms, the MARC tags, MARC subfields, and RDA instruction numbers for the elements of persons, families, corporate bodies, works, and expressions.

Persons, Families, and Corporate Bodies

Most elements of authority records for persons, families, and corporate bodies are self-explanatory. Many of the elements have already been described in this unit. Others help to further confirm that the correct name has been identified and to distinguish entities with the same or similar names. Information provided in authority records can help to differentiate names now as well as in the future. **Figure mentioned below** is the personal name authority record for singer and actress Cher. All name authority records,

whether they are for a person, a family, or a corporate body, include an authorized access point. Personal names are given in MARC field 100 with a first indicator of 1 or 0 (i.e., 100 1_ or 100 0_) depending on whether a name has both a first and a last name or only a first name. In **Figure below**, *Cher, 1946-* is the authorized access point. Family names also use MARC field 100 and have a first indicator of 3 (i.e., 100 3_). Corporate names are listed in MARC field 110. Conference names are recorded in MARC field 111. All name authority records also include MARC fields 010, 040, and 670. The 010 includes the Library of Congress Control Number (LCCN), which serves as the unique identifier of the authorized access point. The LCCN for the authority record for Cher is *n 50038010*. The 040 includes the National Union Catalog (NUC) symbols of the libraries that created or modified the record. For an RDA authority record prepared by an English-language cataloging agency, it also includes subfields $b eng and $e rda. The 670 includes the source on which the access point was based and the information found. This information may also be listed in other MARC fields with elements to which it applies. The authority record in **Figure below** includes three 670 MARC fields. They list the sources used to establish Cher's name and variants of her name. The third 670 tells us that she legally changed her name to Cher without a surname in 1979.

Personal Name Authority Record for Cher

010 _ _	$a n 50038010
040 _ _	$a ### $b eng $e rda $c ###
046 _ _	$f 19460520
100 0_	$a Cher, $d 1946-
374 _ _	$a Singer $a Actress
375 _ _	$a female
377 _ _	$a eng
400 1_	$a Sarkisian, Cherilyn, $d 1946-
400 1_	$a Bono, Cher, $d 1946-
400 1_	$a Allman, Cher, $d 1946-
400 1_	$a Sakesian, Cherilyn, $d 1946-
400 1_	$a Sakisian, Cherilyn, $d 1946-
400 1_	$a La Piere, Cherilyn, $d 1946-
400 1_	$a LaPierre, Cherilyn, $d 1946-
400 0_	$a Cleo, $d 1946-
510 2_	$w r $i Group member of: $a Sonny & Cher
670 _ _	$a Jacobs, L. Cher, 1975: $b t.p. (Cher)
670 _ _	$a Bronaugh, R.B. Celebrity birthday book, c1981: $b p. 38 (Cher; singer-actress; b. Cherilyn Sarkisian (or Sakisian) (or Cherilyn La Piere) 5/20/1946)
670 _ _	$a Wikipedia, Apr. 18, 2009 $b (Cher, b. Cherilyn Sarkisian on May 20, 1946; also known as: Cherilyn LaPierre; Cleo; Cher Bono; in 1979 legally changed her name to: Cher, no surname)
678 _ _	$a Cher (1946-) is an American singer and actress.

Other elements may optionally be included in all types of name authority records to assist with identifying and differentiating names. For example, authority records for persons, families, and corporate bodies can include variant names. Variant names for persons are listed in MARC field 400, first indicator 1or 0. Family variant names are listed in MARC field 400, first indicator 3. Corporate body variant names are recorded in MARC fields 410 or 411. The authority record for Cher (Figure as mentioned above) includes eight different variant names.

Dates

Dates associated with persons, families, and corporate bodies are given in MARC field 046. They are recorded according to International Organization for Standardization standard ISO 8601. Dates are formatted as YYYYMMDD. According to the **Figure as given above** authority record, Cher's birth date is May 20, 1946.The date is encoded as 046 _ _ $f 19460520.

Places

Places associated with persons, families, and corporate bodies are given in MARC field 370. Cher's authority record (Figure 3.22) does not include a 370.The authority record for Martin Luther King, Jr. gives his places of birth and death. They are listed as 370 _ _ $a Atlanta, Ga. $b Memphis, Tenn. Subfields $a and $b of the 370 are used only for personal names. For all types of names, subfield $c of the 370 is used for countries associated with the person, family, or corporate body. Subfield $e is used for the place a family lives, the location of a conference, or the headquarters of a corporate body. Subfield $f is used for other places associated with a family, a corporate body, or a conference. The relationships between persons, families, and corporate bodies are given in authority records in MARC fields 500, 510, and 511. RDA Chapters 29–32cover these types of relationships. Relationship designators that are found in RDA Appendix K are listed in subfield $i of these fields to identify different types of relationships. Subfield $w with code *r* is used to indicate that the MARC field has a relationship designator in subfield $i. For corporate bodies, subfield $w with the codes *a* and *b* can be used to show earlier and later names. **Figure given under shows** examples of relationships found in authority records.

Examples of Relationships in Authority Records

Relationships between Persons, Families, and Corporate Bodies	
100 0_	$a Cher, $d 1946-
510 2_	$w r $i Group member of: $a Sonny & Cher
100 1_	$a Socks $c (Cat), $d 1989-2009
500 1_	$w r $i Owner: $a Clinton, Bill, $d 1946-
500 1_	$w r $i Owner: $a Currie, Betty
100 1_	$a Schickele, Peter
500 1_	$w r $i Alternate identity: $a Bach, P. D. Q., $d 1742-1807
100 3_	$a Baroni (Family : $c Natchez, Miss.)
500 1_	$w r $i Progenitor: $a Baroni, Majorie Rushing, $d 1924-1986
110 1_	$a Jacksonville (Fla.). $b Jacksonville Fire Department
510 1_	$w b $a Jacksonville (Fla.) $b Fire Protection Division
110 2_	$a Karin Newby Gallery & Sculpture Garden
510 2_	$w r $i Predecessor: $a Karin Newby Gallery

Languages

The languages used by persons and corporate bodies are recorded in MARC field 377. The languages identified in the authority record are the ones the person writes in or a corporate body communicates in for their publications, and not necessarily the language of the country where they live or are located. The three-letter language codes from the *MARC Code List for Languages* are used instead of the spelled out forms of the languages. The language listed for Cher's authority record (as mentioned earlier in examples) is *eng* (i.e., English).

Field of Activity

Field of activity, another element used in authority records for persons and corporate bodies, consists of topical subject terms that cover areas of endeavor and expertise. Field of activity is recorded in MARC field 372. Field of activity may seem very similar to the profession or occupation element. Terms used for occupation are expressed as classes of persons rather than as topical subject terms. Field of activity is not used as part of access points. Professions or occupations can be used as part of an access point to distinguish like names. They are also given in MARC field 374 of an authority record. **Figure below** compares the profession or occupation terms with field of activity terms.

Comparison of Occupations and Fields of Activity

Occupations	Fields of Activity
Letterer	Comic books, strips, etc. Graphic novels
Writer of love stories	Love stories
Soccer coach	Soccer – Coaching
Museum director	Jewish sports history
Postcard collector	Postcards – Collectors and collecting Winona (Minn.) – History Local history

Fuller Form of Name

Fuller form of name and gender are two elements in authority records that are used only for authority records for persons. Fuller form of name is recorded in MARC field 378. It may also, but will not always, be part of the authorized access point. Gender is given in MARC field 375. Knowing a person's gender may help confirm that the correct person has been found, especially when the person's name is in a language that the cataloger is not familiar with or when the person has a gender-neutral name.

Works and Expressions

Figures given below the first is an example of an authority record for a preferred title of a motion picture. And **Figure second** is an example of an authority record for a collective title. **Figure third** is an example of an authority record for a Spanish translation of an original English-language expression.

First Figure

Example of an Authority Record for a Preferred Title of a Motion Picture

010 _ _	$a no2001058175
040 _ _	$a ### $b eng $e rda $c ###
046 _ _	$k 2001
130 _0	$a Planet of the apes (Motion picture : 2001)
380 _ _	$a Motion picture
500 1_	$w r $i Motion picture adaptation of (work): $a Boulle, Pierre, $d 1912-1994. $t Planète des singes
530 _0	$w r $i Remake of (work): $a Planet of the apes (Motion picture : 1968)
670 _ _	$a Planet of the apes : original motion picture soundtrack, p2001.
670 _ _	$a Wikipedia, January 24, 2011 ‡b (Planet of the Apes is a 2001 American science fiction film...)

Second Figure

Example of an Authority Record for a Collective Title

010 _ _	$a n 2013006336
040 _ _	$a ### $b eng $e rda $c ###
100 1_	$a Twain, Mark, $d 1835-1910. $t Works. $k Selections
400 1_	$a Twain, Mark, $d 1835-1910. $t Wit and wisdom of Mark Twain
670 _ _	$a The wit and wisdom of Mark Twain, 2013 ‡b CIP introductory [editor's] note ("The quotations I've gathered here ...")

Third Figure

Example of an Authority Record for a Spanish Translation of an Original English-Language Expression

010 _ _	$a n 2012011130
040 _ _	$a ### $b eng $e rda $c ###
100 1_	$a Cusimano, Maryann K. $t You are my I love you. $l Spanish
377 _ _	$a spa
400 1_	$a Cusimano, Maryann K. $t Tú eres mi te quiero. $l Spanish
430 _ _	$a You are my I love you
430 _ _	$a Tú eres mi te quiero
670 _ _	$a You are my I love you, 2013046
670 _ _	$a Cusimano, Maryann K. You are my I love you = Tú eres mi te quiero, 2012: ‡b cover (Tú eres mi te quiero)

All work and expression authority records include MARC fields 010, 040and 670. The 010 includes the Library of Congress Control Number (LCCN), which serves as the unique identifier of the authorized access point. The 040includes the National Union Catalog (NUC) symbols of the libraries that created or modified the record. For an RDA authority record prepared by an English language cataloging agency, it also includes subfields $b eng and $e rda. The670 includes the source on which the access point was based and the information found. This information may also be listed in other MARC fields with elements to which it applies.

Work and expression authority records include title or author/title authorized access points. Title authorized access points are given in MARC field 130, as shown in Figure 3.25. Personal author/title authorized access points are given in MARC field 100, as shown in already mentioned earlier Figures second and third. Titles are recorded in subfield $t. Selections are listed in subfield $k. Other distinguishing characteristics of works and expressions are found in other subfields of MARC fields 100and 130.

Languages that are part of expressions' authorized access points are found in subfield $l of MARC fields 100 and 130. The languages appear in the spelled out form in fields 100 and 130. As illustrated by the Maryann Cusimano's *You are My I Love You* example in Figure third earlier, language information is also given in MARC field 377. The three-letter language codes from *MARC Code List for Languages* are used instead of the spelled out forms of the languages for field 377.

Dates associated with works and expressions are given in subfield $f of MARC field 100. Dates are also in subfield $k and $l of MARC field 046. They are recorded according to standard ISO 8601. In Figure first mentioned earlier, for example, 2001is given in fields 046 and 130 for the motion picture *Planet of the Apes*.

Authorized access points for motion pictures and television and radio programs are all qualified by their form of work. The *Planet of the Apes* example is qualified by *Motion picture*. That same term is also used in MARC field 380.Authority records for works and expressions can all include variant names. Variant title access points are given in MARC field 430. Author/title variant access points are given in MARC field 400. The authority record for Maryann Cusimano's work (Figure third appeared earlier) includes both author/title as well as title variant access points. The authorized author/title access point includes the original English language title, *You are My I Love You*. The variant author/title access point includes the Spanish title, *Tu´ eres mi te quiero.* Variant title access points are given for both the

English and Spanish titles. The relationships between works and expressions are given in authority records in MARC fields 500 and 530. RDA Book Chapters 24–26 cover these types of relationships. Relationship designators that are found in RDA Appendix J maybe used in the subfield $i of these fields to identify different types of relationships. The authority record in earlier Figure first of previous section includes examples of relationships between different works. The 2011 motion picture *Planet of the Apes* is an adaptation of Pierre Boulle's *Plane`te des singes*. It is a remake of the 1968 version of the motion picture. The FRBR term Work is part of the relationship information.

In short, this unit provided us an introduction to the elements of authorized access points of persons, families, corporate bodies, works, and expressions. It explained how access points are constructed and how to interpret authority records. The process of maintaining consistency in how access points are created is important because it allows users to find and to identify that they have found the entity they were searching for. Authority records justify why a particular form of an access point was chosen and what it was based on. They also provide an understanding of the relationships among names, works, and expressions.

Self-assessment Questions
1. Briefly explain the access points construction process in RDA.
2. Discuss the examples of preferred names of persons' entries in RDA.
3. Explain with examples the access points in "other designation associated with the person" in RDA.
4. How in RDA compilation of works by a single creator is entered? Give Example.
5. How Authority records are maintained in RDA? Explain with examples.

Activity:
With the help of tutor select the correct RDA access points of Corporate Bodies work.

1.

UNIT NO. 9
IMPLEMENTING RDA INTO LIBRARY AND CATALOGUE

RDA, Resource Description and Access, is the new cataloging standard that will replace AACR2. RDA offers libraries the potential to change significantly how bibliographic data is created and used. Published in July 2010, RDA is now available, and certain libraries have started using it for their current cataloging workflow. The Library of Congress has announced full implementation of RDA for 31 March 2013. RDA was implemented in 2013 by the Library of Congress and other major libraries in the United States and Europe. Each library will need to decide when they will implement RDA. RDA implementation will typically include training of staff and possibly a review of existing cataloging workflows and policy decisions. Conversion of existing records will generally not be necessary, as records created using RDA were made to integrate with AACR2 records in existing databases. The global updating of headings will be required in a few cases. For example, there will be changes to the structure of Bible uniform titles, and the abbreviated word "Dept." will be spelled out in full. The JSC has kept these changes to a minimum. Changes to MARC21 have been made to accommodate new RDA data elements. Libraries will need to consult with their library system vendor about the vendor's plans to accommodate RDA changes.

Library systems will need to support the creation and exchange of RDA data. Systems vendors are aware of this impending change, that will require MARC21 changes. These MARC21 changes will need to be incorporated by vendors into the cataloging modules of library systems. This will enable the importing and/or exporting of bibliographic and authority records. Changes will also be required to indexes in library systems to allow for the search and display of new data elements. Changes to existing records will generally not be necessary as records created using RDA were designed to integrate with AACR2 records in existing databases. However, global updating of headings will be required in a few cases, for example the headings for "Bible" will change in RDA and also headings for corporate names that include the abbreviation "Dept. "This is partly because in the United States RDA was not universally accepted upon release in June of 2010. Instead the Library of Congress and 25 other libraries will test the new rules during a nine month period.

This test began this summer and will continue until April of 2011. At that time the Library of Congress will make a recommendation as to whether they

feel it is worth it to adopt RDA or not. Until the Library of Congress commits to the new rules, most other U.S. libraries are continuing to catalog using AACR2 rules. However, there are 25 libraries assisting with the national test that are, of course, cataloging using RDA. As of early Nov. 2010, there were approximately 3000 RDA records in OCLC. The RDA implementation in library catalog can be broken down into three phases as follows:

Phase 1a: Introduce RDA to Library Staff

The first step in phase 1 begins with a plan on how to introduce RDA to the library staff and administration. Consider the audience and what new knowledge will be of most benefit to them. The introduction can include topics such as RDA terminology and definitions, RDA as a content standard, and the major differences between Anglo-American Cataloguing Rules, Second Edition (AACR2) and RDA. In addition, a visual demonstration of how RDA records appear in a catalog that has integrated the new records would be beneficial. Finally, address questions and concerns and let staff know that an implementation timeline and process will be formed. According to the Joint Steering Committee (JSC) for Development of RDA's Frequently Asked Questions on library system changes, "it is hoped that eventually library systems and OPACs will evolve to take full advantage of the data created using RDA, with its underlying FRBR structure of work, expression, manifestation, and item. These changes will improve the ease and effectiveness with which users are able to find, identify, and obtain the resources they require.

Phase 1b: Map Your Goals

The next step in the implementation of RDA is to map out goals for the transition. Goals should be specific and focus on something that is measurable. In addition, goals should be challenging, but attainable, and include an end date. RDA implementation will be a group effort that will need to be designed to include variables such as staff time and knowledge as well as factors outside your control such as ILS vendors.

Phase 1c: Assess Staff, ILS, and Cataloging Practices

Next, perform an assessment of the staff, ILS, and cataloging practices. For assessment of staff, create an inventory indicating each staff member's potential level of involvement with the RDA changes, ranging from minimal to full. Provide a description of their duties and experience with bibliographic and authority records. To determine the cost, estimate how many hours each

staff member will spend on implementation and multiply that by their hourly rate of pay. Public services staff will need to understand and be included in discussions concerning the changes RDA will have on the catalog. Explain the impact of RDA on both catalog search results and display of new or changed elements in bibliographic records. Find out how the changes will affect their use of the catalog and make decisions based on their needs. This knowledge will guide changes to the display and indexing of new MAchine-Readable Cataloging (MARC) fields in the catalog. Assessment of the catalog system and cataloging practices is also needed to determine the extent of the changes needed for RDA. Investigate if the catalog has the latest version of the software. If it does not, plan for upgrades, especially if they include making changes for RDA. Finally, take note of local cataloging practices and find out how many RDA records are being discovered by copy catalogers. Determine the course of action taken by catalogers when encountering these records.

Phase 1d: Plan Your Budget
Planning a budget is an essential step for a successful implementation, as it will take time and money. From staff time spent on training to money spent on a subscription to the RDA Toolkit, calculate and plan for both seen and unforeseen expenses.
Access to RDA Instructions
There are several options for accessing the RDA instructions. One is to subscribe to the online RDA Toolkit, which has various pricing models. In addition, a free 30-day trial to the RDA Toolkit is offered. A print version, RDA: Resource Description and Access, is also available. Anew loose-leaf publication is currently scheduled for release in 2013. A third resource, with the working title Essential RDA and slated for publication in both print and as an eBook, is noted to be "a companion to RDA with a foundation of RDA basic instructions and core elements" (Hennely 2013, under "Essential RDA"). When making a decision on how to access the RDA instructions, consider the pros and cons of online versus print resources. Cost, updating options, and number of staff needing access will all factor in toward the purchase.

Training and Education Costs
Several factors affect the cost and time for training of technical and public services staff. Factor in the overall time needed to train based on the number of staff. Their skill level (consider that they come from a combination of

experience and education) will also determine time needed for training. Factor a loss of productivity to their regular duties due to the time spent in training.

Phase 2a: Communicate with Your Vendors

In response to the question on the effect of RDA on an integrated library system, the JSC's Frequently Asked Questions says, "the Outreach Group and the RDA Project Manager see the ILS vendors as major stakeholders in the RDA process and will continue to inform them when important RDA documents are available for comment, and keep them up-to-date regarding progress in RDA's online development".

ILS Vendor Communication and Support

Communication with the library's ILS vendor is key to preparing the catalog for implementation of RDA. The vendor should be aware of the changes needed for RDA and address them with the library. If the vendor has not communicated this information, the library should take some responsibility for finding this information. Keeping up on documentation or news releases about how and when the ILS vendor will make implementation happen is critical. Checkout their website, blogs, newsletters, emails, and any other forms of communication they may have with their customers.

Networking with other users that have the same system may also be helpful, including the ILS vendor's email discussion lists. In addition, the vendor's website may offer community forums or archived questions where information may have been shared on implementation of RDA changes. Finally, attending user group meetings will provide opportunities for face-to-face discussion about other users' implementation experiences.

Changes to the ILS

Communication with the ILS vendor about new MARC fields for bibliographic and authority data may result in several paths for implementation. Some vendors may have already started to prepare for RDA and have planned

Phase 2b: Decide Your Local Practices

After the new MARC fields have been added to the ILS, staff will be ready to discuss changes related to its display and indexing. These discussions will lead to local decisions for addressing public and technical services' needs, managing a hybrid catalog, and documenting policies and procedures.

Phase 2c: Train Technical Services Staff

The length of time spent on training technical services staff will depend largely on the number of staff and their experience and education. In addition, the type of library, its users, and its collection will drive the clock on implementation. For some libraries, it may mean in-depth training for original cataloging of special formats; for other libraries, where everything is outsourced, it will mean communication with ILS, MARC record, and authority record vendors.

Catalogers will need training on everything from recognizing an RDA record to creating an RDA record from a blank form. At the basic level, catalogers will need to be able to identify aspects of an RDA record. In addition, catalogers may encounter incomplete RDA records and hybrid AACR2/RDA records. Catalogers will need training related to upgrading incomplete records or making edits to inaccuracies in an RDA record. Who will be responsible for this level of editing and creating new records at the library? To what degree will the catalogers receive training?

Phase 3a: Train Public Services Staff

The level and degree of training of the public services staff will be based on a couple of factors. First, use the staff assessment to determine the baseline of how much training is needed and for how many people. Many web presentations are available that examine portions of introducing RDA and giving the basics. The JSC's Presentations on RDA website has a lengthy listing of presentations by people connected with the development of RDA. Phase 1 included an investigation of how the catalog was searched and used. Examine again how the changes for RDA that have been made affect searching and how things can be found in the catalog successfully. If public services staff were not included in the earlier testing, give them an overview of the changes that will appear in the local catalog.

Phase 3b: Prepare for the Future

The development of RDA has taken many years. Even during the testing stages, libraries saw this new cataloging standard change and grow. As with any major shift, change brings both possibilities and challenges. Our ultimate goal is to aid users of our libraries as they find, identify, select, and obtain information and resources. RDA continues to evolve. The introduction of RDA and its implementation into a library's catalog is only the first step. Additional developments, including BIBFRAME and experiments with

FRBR-ized catalogs, will influence future paths. How will you continue to prepare for RDA? How will you find out about new RDA developments, identify possible trouble spots in your local catalog, select RDA options that fit the needs of your staff and patrons, and obtain RDA resources? Preparing for the future with RDA means staying current with new developments, creating an environment that is able to respond and adapt, and continuing to evolve as RDA unfolds.

Self-assessment Questions
1. When Library of Congress has announced full implementation of RDA.
2. Discuss the different phase of RDA Implementation.
3. What is the future of RDA? Discuss in your own words.
4. What kind of trainings library staff required to implement RDA in libraries? Explain.

Activity:
Visit any academic library (especially university library) and discuss with the librarian about RDA and its implementation in academic libraries of Pakistan. Write his/her opinion in your diary and share with your tutor or in class with other students.